

Grade 2



Practice Book A



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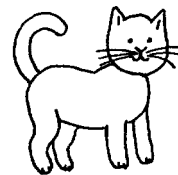
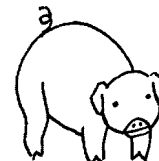
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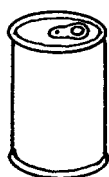
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Name _____

Short *a* and *i*The **a** in **cat** stands for the sound of short **a**.The **i** in **pig** stands for the sound of short **i**.

Fill in the blank with the correct letter to spell each word.

1.



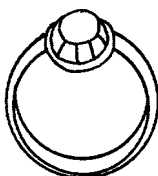
c ____ n

2.



r ____ t

3.



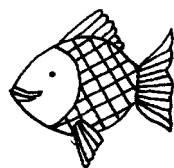
r ____ ng

4.



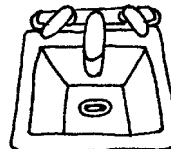
h ____ t

5.



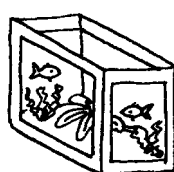
f ____ sh

6.



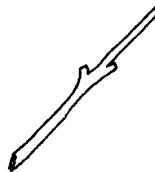
s ____ nk

7.



t ____ nk

8.



st ____ ck



Name _____

A. Write the word from the box that matches each clue.
The first letter of each word is given.

carefully different excited groan tomorrow whisper

- | | |
|-------------------------------|--------|
| 1. when you talk softly | w_____ |
| 2. the day after today | t_____ |
| 3. very happy about something | e_____ |
| 4. to make a sad sound | g_____ |
| 5. not the same | d_____ |
| 6. with care | c_____ |

B. Choose two words from the box and write a sentence for each one.

7. _____

8. _____

Name _____

As you read *David's New Friends*, fill in the Character and Setting Chart.

Character	Setting

How does the information you wrote in this Character and Setting Chart help you analyze story structure in *David's New Friends*?



Name _____

The **characters** are the people or animals in the story.

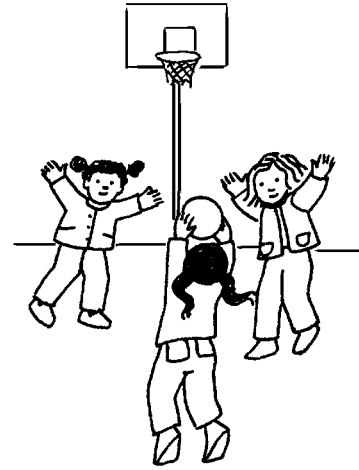
Example: **Matt** and **Brian** are friends.

The **setting** is where and when a story happens.

Example: We got to **school early in the morning**.

Read the passage. Then circle the letter of the correct answer to each question.

Lisa liked school, and she enjoyed being with her friends, Mary and Karen. Every day at recess the girls played basketball. At lunch they all sat together and ate and talked. The girls were best friends.



1. Who are the characters in the passage?
a. Lisa, Mary, and Karen **b.** Mary, Lisa, and Kim
2. Where are the girls?
a. at the park **b.** at school
3. Which words help you to figure out the setting?
a. school, recess, lunch **b.** girls, basketball, friends
4. What did the girls do during lunchtime?
a. eat and sleep **b.** eat and talk
5. What did the girls do together at recess?
a. talk **b.** play basketball



Name _____

As I read, I will pay attention to punctuation in each sentence.

6 Tim lined up for the race.
 17 The school song was playing. He did not like race day.
 17 “See you **tomorrow**, when you finish the
 24 race,” Julie teased.
 27 Tim let out a **groan**.
 32 “Ready, set, GO!”
 35 The other runners shot off like rockets.
 42 Tim began running. He tripped a few
 49 steps later. 51

Comprehension Check

1. What is the setting of this scene? **Character and Setting**

2. Does Tim enjoy running in races? **Character and Setting**

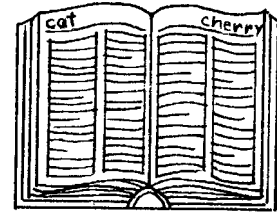
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

When you look up a word in the **dictionary**, you have to remember the order of the letters in the alphabet. If you check the guide words, you will know if you are on the right page.

Write the following words in alphabetical order.



No Order

Alphabetical Order

chalk

1. _____

paper

2. _____

friend

3. _____

ruler

4. _____

book

5. _____

fly

6. _____

apple

7. _____

jump

8. _____



Name _____

Short **a** is the middle sound heard in **trap** and **mat**.

Short **i** is the middle sound heard in **sit** and **pick**.

A. Choose a word part from the box to complete each word. Write it on the line.

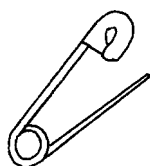
in

at

an

ick

1.



p _____

2.



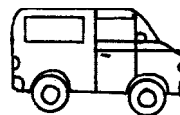
h _____

3.



ch _____

4.



v _____

Use **-s** or **-es** to make the words mean more than one.

B. Make the underlined word mean more than one. Write the new word on the line.

5. Our friend have fun.

6. We rode in two bus.

7. My aunt has two cat.

8. I will help wash all of the dish.



Name _____

Captions are the words below a picture. They tell what the picture is about or explain what the people in it are saying or doing.

Match each picture to a caption in the box. Write the caption on the line below the correct picture.

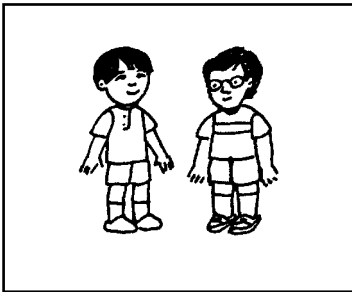
school lunch

school

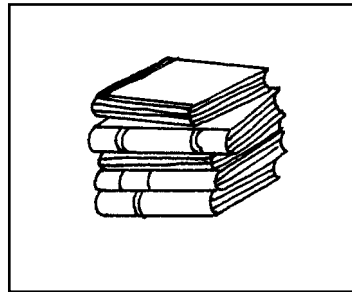
two friends

reading books

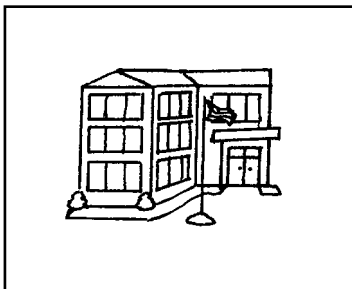
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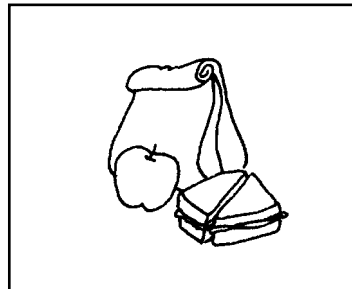
2.



3.



4.

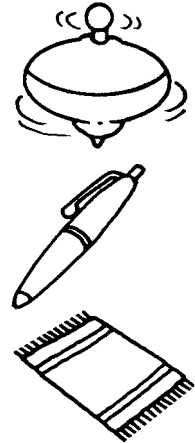


Name _____

The **o** in **top** stands for the sound of short **o**.

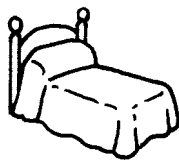
The **e** in **pen** stands for the sound of short **e**.

The **u** in **rug** stands for the sound of short **u**.



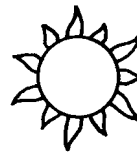
Fill in the blank to complete each word.

1.



b _ _ d

2.



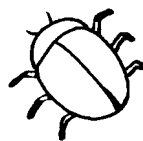
s _ _ n

3.



p _ _ t

4.



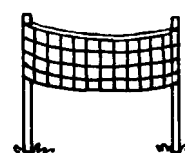
b _ _ g

5.



d _ _ g

6.



n _ _ t



Name _____

Circle the correct word to complete each sentence.

1. The new student wanted _____ because she was lonely.
company **share**

2. What a _____ friend he was to help me with my homework!
wonderful **enjoyed**

3. I was _____ I got what I wanted for my birthday.
delighted **thinning**

4. Oscar wanted to _____ his cookie with Paul.
share **delighted**

5. My friend and I _____ our day at the pool.
wonderful **enjoyed**

6. Our dog's coat was _____ more and more as its hair fell out.
company **thinning**

Name _____

As you read *Mr. Putter & Tabby Pour the Tea*,
fill in the Story Map.

Beginning



Middle



End

How does the information you wrote in this Story Map
help you analyze story structure in *Mr. Putty & Tabby
Pour the Tea*?



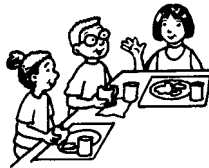
Name _____

The **plot** is what happens in a story. Think about what happens at the beginning, middle, and end. Then think about the story problem and how it is solved.

Read the story. Match each picture to the part of the story it shows. Then draw a circle around the part that shows the problem.

Ling went to her new school for the first time. She was afraid. She did not know anyone. But at lunch some children asked her to sit at their table. Ling ate lunch with them. She had fun. Ling sat with her new friends on the bus on the way home. She was not afraid anymore.

1. Beginning ____

a

2. Middle ____

b

3. End ____

c

Name _____

As I read, I will pay attention to punctuation and how it affects expression.

6 Matt came outside. He saw a
14 crack in the lot. A tiny flower was
16 growing there.
23 Matt was **delighted** to see the flower.
30 "I think there is a garden under here"
33 Matt said.
42 Mrs. Choi smiled. "I think so, too," she said.
49 They made a plan.
The next day Matt and Ms. Choi
made a poster. 52

Comprehension Check

1. Why does Matt share his secret with Mrs. Choi? **Plot**

2. What do you think Matt and Mrs. Choi are planning? **Draw Conclusions**

Words Read	–	Number of Errors	=	Words Correct Score
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Name _____

Verbs can have different endings. The endings can tell when something happened.

Read each sentence. Then complete the sentence with one of the words from the list below it.

1. Julia is _____ her mom about the trip.
ask asking asked

2. Chris _____ the dog last night.
walk walking walked

3. The little boy is _____ with delight.
jumps jumped jumping

4. The children _____ at the beautiful painting.
looking looks looked

5. We _____ last summer.
camps camped camping



Name _____

Verbs that end in **-ing** tell about actions that are happening now. To add **-ing** to some verbs with short vowels, double the final consonant.

A. Circle the word that completes each sentence.

1. José and I are _____ his new rabbit.
petting pet petted

2. My cat is _____ against my leg.
rubbed rubbing rub

3. My sister and I were _____ for new shoes.
shops shopping shopped

4. Dan was _____ wood for the fire.
chopping chopped chops

5. Sarah was _____ around the track.
runned runs running

6. My dog was _____ for a bone.
begs beging begging



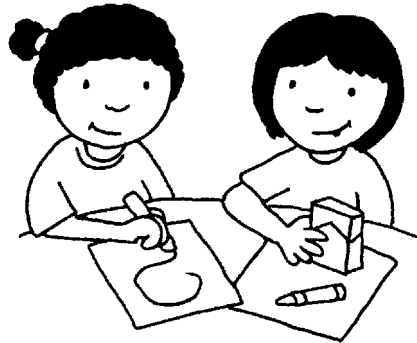
Name _____

A **list** is a number of things written down in a certain order or grouping.

Read the list of rules. Then use the rules to circle the correct ending for each problem.

Rules for Being a Good Friend

- Listen to your friend.
- Help your friend.
- Share with your friend.



1. Your friend has a big chore. You should _____.
 - a. tell your friend to do the job herself.
 - b. help your friend do the job.
2. Your friend is telling you a story. You should _____.
 - a. listen to the story.
 - b. say you are too busy to listen.
3. Your friend needs help with his math. You should _____.
 - a. help him study.
 - b. go play with another friend.
4. Your friend has no crayons. You should _____.
 - a. keep all your crayons to yourself.
 - b. let your friend use some of your crayons.



Name _____

Short and Long *a*

The letter **a** in the word **bat** stands for the short **a** sound.

The letters **a_e** in the word **cake** stand for the long **a** sound.



Write the word from the box that names each picture.

gate

lamp

rake

bag

back

cap

cape

snake

1.



2.



3.



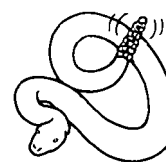
4.



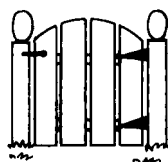
5.



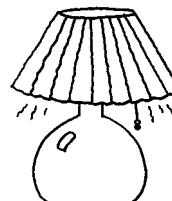
6.



7.



8.





Name _____

Write a word from the box to match each word meaning.

forest

flames

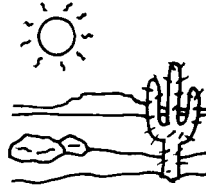
tell

heat

safe



1. to give information



2. great warmth or high temperature



3. unhurt and out of danger

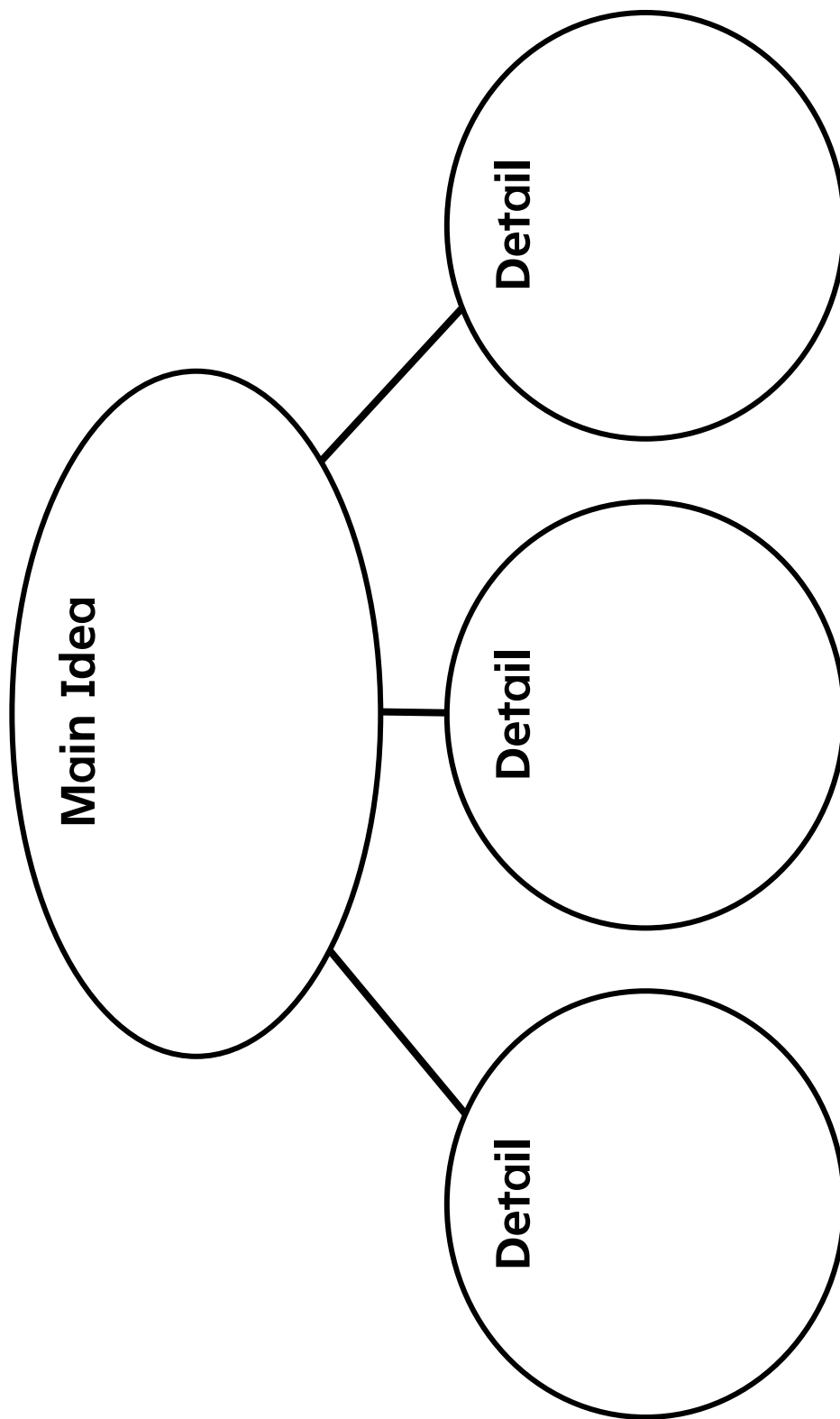


4. a large area of land covered with trees



5. the hot, glowing parts of a fire

As you read *Fighting the Fire*, fill in the Main Idea and Details Web.



How does the information you wrote in this Main Idea and Details Web help you summarize *Fighting the Fire*?

Name _____



Name _____

The **main idea** is the most important idea in a story. **Details** in the story tell more about the main idea.

A. Read the passage. Then circle the correct answer to the question.

When you think of foam, do you think of shampoo and shaving cream? Well you're about to learn something new about foam. Firefighters use a special kind of foam to fight fires. They spray the foam through a hose. The foam covers the fire like a blanket. It blocks out the air the fire needs. Soon the fire is out.



1. What is the main idea of this paragraph?
 - a. Firefighters use shampoo to put out fires.
 - b. Fires need air to keep burning.
 - c. Firefighters use special foam to put out fires.

B. Write *yes* if the detail tells about the main idea. Write *no* if the detail does not tell about the main idea.

2. Shampoo and shaving cream both make foam. _____
3. Special foam can block air from a fire. _____
4. Firefighters spray foam through a hose. _____
5. Firefighters learn new things about foam. _____
6. Special foam can cover a fire like a blanket. _____



Name _____

A **word family** is a group of words that share some of the same sounds and letters. Knowing how to read one word in a word family can help you to read other words in the same family.

-ell family

b + ell = bell

-eat family

n + eat = neat

Read the poems below. Circle all the words you find in the -ell and -eat families.

People call me Old Swell Dell.
All my sentences rhyme with yell.
On a hill is where I dwell,
With my lovely wife called Nell.
I have a bell I want to sell.
When you see it you will tell,
It's just as nice as Old Swell Dell.



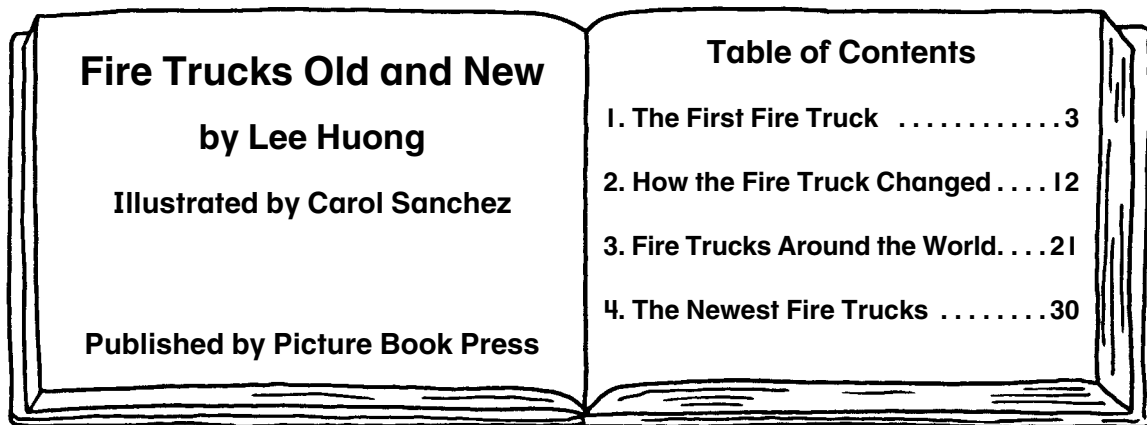
My name is Mr. Neat.
My sentences rhyme with heat.
Won't you take a seat.
I have a special treat.
Just listen to this beat!



Name _____

A **title** is the name of a book or chapter. The **author** is who wrote the book. The **illustrator** is who made the book's pictures. The **table of contents** tells what is on the book's pages. The **title page** gives the book's title and the names of its author and publisher.

Read the title page and table of contents. Then find the correct answer in the column on the right to complete each sentence. Write its letter on the line.



- | | |
|-------------------------------------|----------------------------|
| 1. The book's title is _____. | a. Picture Book Press |
| 2. The book's author is _____. | b. four |
| 3. The book's publisher is _____. | c. Fire Trucks Old and New |
| 4. The book's illustrator is _____. | d. The Newest Fire Trucks |
| 5. The book has _____ chapters. | e. Lee Huong |
| 6. Chapter 4 is titled _____. | f. Carol Sanchez |



Name _____

As I read, I will pay attention to the punctuation and pronunciation of the vocabulary words.

- The alarm goes off.
- 4 The firefighters jump into the fire truck.
- 11 The lights on the truck turn on.
- 18 The siren blasts.
- 21 The firefighters race to the fire.
- 27 You gave 911 the address.
- 32 The truck can get to the fire fast.
- 40 The firefighters work to stop the **heat** and fire.
- 49 They save lives. 52

Comprehension Check

1. What is the first thing firefighters do when the alarm goes off?

Main Idea and Details

2. What does the fire chief do? **Main Idea and Details**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A. Draw a circle around the correct word to finish the sentence.

1. A fireman _____ to our school. came can
2. Our _____ learned a lot. click class
3. He _____ us great safety tips. get gave
4. We _____ a lot of fun. had hide

The ending **-er** means “more than.”

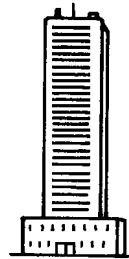
The ending **-est** means “most.”



a tall man
tall



a tall tree
taller (more tall)



a skyscraper
tallest (most tall)

B. Read each sentence. Then write the meaning of the underlined word on the line.

1. The big fire was the brightest thing around.

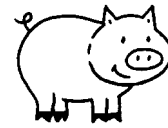
2. Use the longer hose to reach the top floor.



Name _____

Short and Long *i*

The letter *i* in **pig** stands for the short *i* sound.

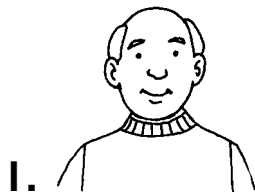


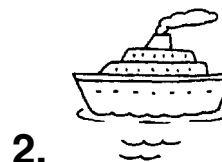
The letters *i_e* in **bike** stand for the long *i* sound.



**Write the word from the box that names each picture.
Then circle the words that have the short *i* sound.**

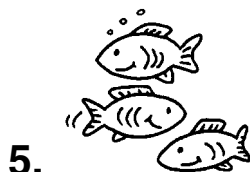
ship mice crib slide smile fish

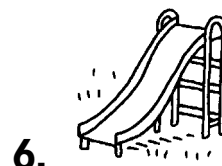














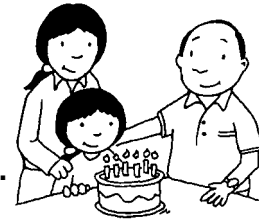
Name _____

A. Choose a word from the box to complete each sentence. Write the word on the line.

signing cultures relatives language celebrate deaf

1. A _____ person cannot hear.

2. My _____ are coming over for dinner.



3. They _____ birthdays by going bowling!

4. She speaks English in school and another _____ at home.

5. People who can't hear "talk" to each other by

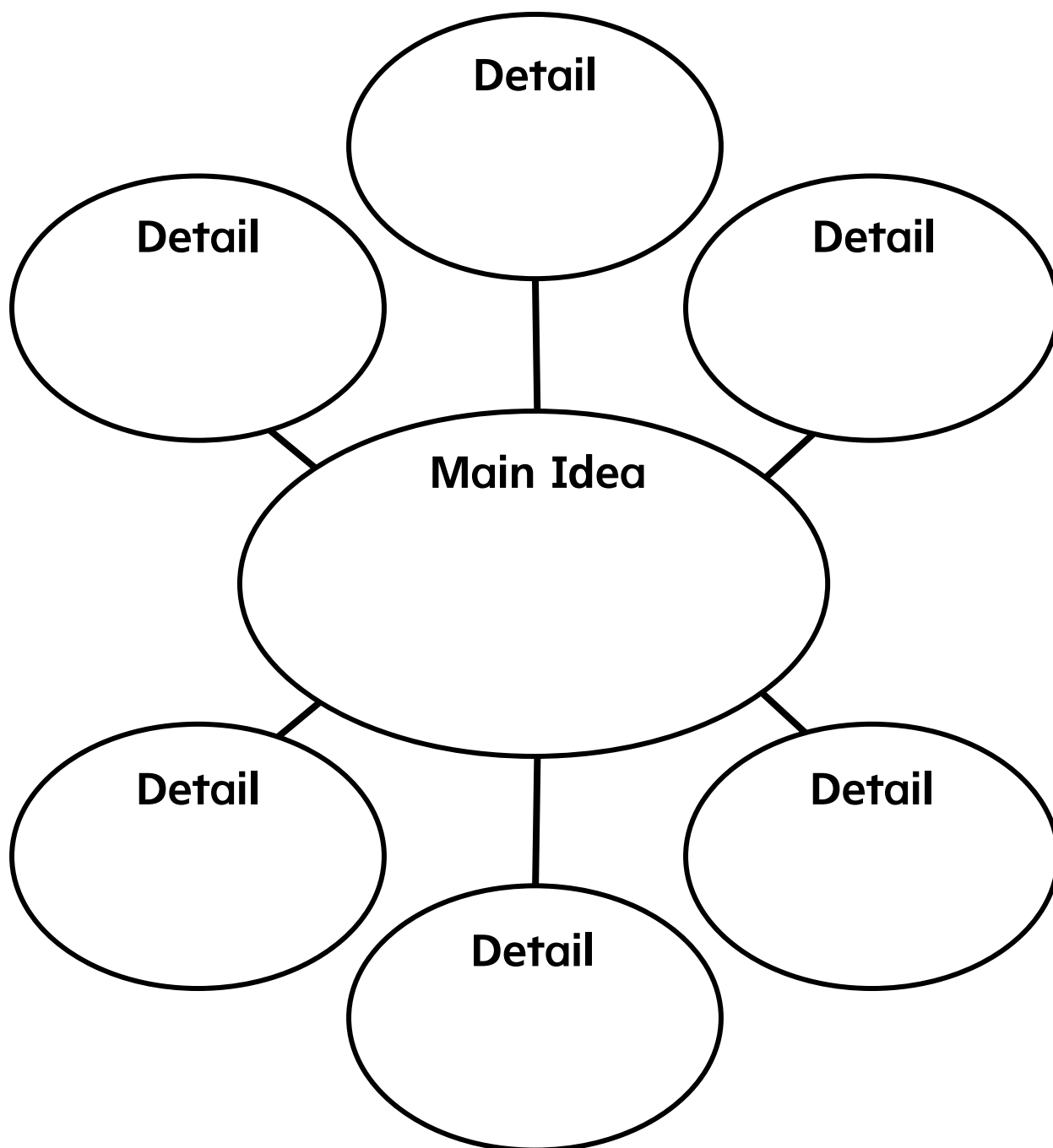
_____.

6. We learn about different _____ from around the world.

B. Write a sentence using one word from the box.

Name _____

As you read *Meet Rosina*, fill in the Main Idea and Details Web.



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How does the information you wrote in this Main Idea and Details Web help you summarize *Meet Rosina*?



At Home: Have your child use the chart to retell the story.

The **main idea** tells what the story is all about.

Read the passage. Then circle the correct answer.

- © Macmillan/McGraw-Hill

Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

6 Guide dogs are special dogs. They
 11 help people who cannot see.
 18 These special dogs help blind people get
 25 around safely. First, puppies live with their
 30 **relatives** for around eight weeks.
 38 A doctor makes sure that they are not
 41 **deaf** or sick.
 47 Next, puppies live with families for
 49 one year.
 57 Then the dogs go to guide dog school!
 Trainers teach guide dogs many things. 63

Comprehension Check

1. What do guide dogs do? **Main Idea and Details**

2. Where does a guide dog spend the first eight weeks of its life?
Character and Setting

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **dictionary** lists words and their meanings. Some words have more than one meaning.

A. Read the definition. Write the number of the correct meaning for *sign* below each picture.



sign (sine) *noun* **1.** A symbol that means or stands for something. *This sign means add: +.* **2.** Something written, such as a poster, that gives information. *This sign means the street goes one way.* *verb* **3.** To write your name. *Please sign on the dotted line.* **4.** To use American Sign Language. *I can sign the word for dog.*

1.



2.



3.



4.



B. Write a sentence using the word *sign*.



Name _____

The letters **-ing** or **-ed** can be added to the end of a verb to change its meaning.

If a word ends in silent **e**, drop the **e** before adding **-ing** or **-ed**.

smile – e + ing = smiling

like – e + ed = liked

Read each sentence. Add *-ing* or *-ed* to the word in dark print. Then write the new word on the line.

1. Matt is **hike** in the woods.

2. My grandfather **live** on a farm when he was my age.

3. Jose is **ride** his bike in the park.

4. I am **write** a story about a bird.

5. Grandma **slice** the bread that she made.

6. We are **rinse** the mud off of Spot's fur.



Name _____

Words that **rhyme** begin with different sounds but end with the same sound.

These pairs are rhyming words.

like	bike
pig	wig
pop	hop
cat	mat



Circle the rhyming words in each group.

1. tap ten cap top cat
2. bite bit sat sad sit
3. face made stay place pass
4. pine pink drip dine pit

B. Read this poem. Circle the words that rhyme.

I am special. I am me.

I am who I want to be.

No one walks the way I walk.

No one talks the way I talk.

I am special. I am me.



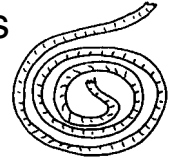
Name _____

Short and Long o

The **o** in **pot** stands for the sound of short **o**.



The **o** in **rope** stands for the sound of long **o**.



Look at the pictures. Write the name of each picture on the line. Then draw a circle around the words that have the same vowel sound as the name of the picture.

1.



note

hop

home

mop

2.



wrote

not

hope

flop

3.



smoke

bone

hot

spot

4.



fox

joke

mop

cone



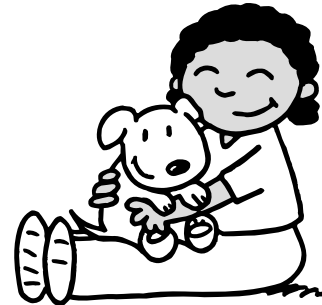
Name _____

Choose a word from the box to match each clue. Write the word on the line.

cuddle favorite patient practiced settled wrinkled

1. did something in order to get better at it

2. got comfortable in a home or place



3. a person, place, or thing that is liked best

4. made folds or lines

5. snuggle or hold close

6. able to wait or put up with things without complaining

Name _____

As you read *My Name Is Yoon*, fill in the Predictions Chart.

What I Predict	What Happens

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How does the information you wrote in this Predictions Chart help you summarize *My Name Is Yoon*?



At Home: Have your child use the chart to retell the story.

Name _____

Predictions can help you figure out what happens next in a story. Use what you know and what already happened in a story to make predictions.

Look at the picture. Underline the sentence that tells what will probably happen next.

1.



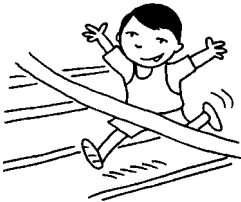
- a. The cat will knock over the flowers.
- b. The cat will drink milk.
- c. The cat will take a nap.

2.



- a. The boy will be upset.
- b. The girl will thank the boy.
- c. The children will go swimming.

3.



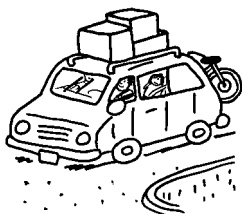
- a. The boy will lose the race.
- b. The boy will keep running for another mile.
- c. The boy will win the race.

4.



- a. The girl will go have lunch.
- b. The girl will skate.
- c. The girl will play a board game.

5.



- a. The family will go to bed.
- b. The family will go on a trip.
- c. The family will cook a meal.



Name _____

As I read, I will pay attention to the tempo and punctuation in each sentence.

March, 1621

1 At last we have **settled** in our new hours.
 10 Today a man named Squanto came. His face was
 19 **wrinkled**. He **practiced** his English with us.
 26 Maybe Squanto can help us

June, 1621

31 I have a new friend. Her name is Sanu.
 32 She knows all about the plants and animals.
 41 I am learning so much.
 49

Thanksgiving

September, 1621

54 The crops are growing tall. Soon it will be
 55 time to pick them. The leaves are turning colors. It
 65 is beautiful here. 78

Comprehension Check

1. Do you think the narrator will be happier on land? **Make and Confirm Predictions**
2. Is Squanto young or old? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can make a word tell about the past by adding the letters **-ed**. If the word already ends in **e**, you take off the **e** and then add **-ed**.

talk + ed = talked

trade – e + ed = traded

Change the word below each sentence to tell about the past. Write the new word on the line to complete each sentence.

1. Chris _____ me set the table.
help

2. I _____ an apple, but there were none left.
want

3. I _____ everywhere for the book I lost.
look

4. We _____ all the walls blue.
paint

5. My mom _____ the seat on my bike.
fix

6. We _____ the whole house yesterday.
clean



Name _____

A. Circle the word that completes each sentence.

Then write the word on the line.

1. After school we will go _____. home hope dome

2. Try not to _____ the balloon. pop poem pole

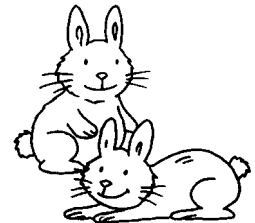
3. I _____ we go to the
playground next. hop top hope

4. The car will _____ at the red light. stop top tape

Use **-s** or **-es** to make some words mean more than one.

For words that end with a consonant and **y**,
change the **y** to **i** and add **-es**.

bunny – y + i + es = bunnies



**B. Change each word to mean more than one. Then write
the new word on the line.**

5. penny _____

6. game _____

7. story _____

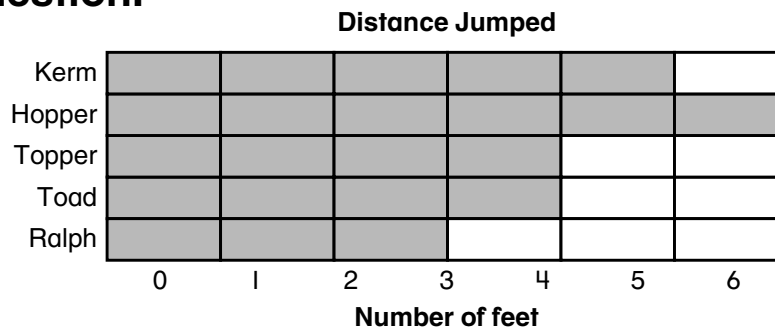
8. mile _____



Name _____

You can use a **bar graph** to compare amounts. Bar graphs show the relationship between numbers using bars of different lengths.

The bar graph below compares the number of feet jumped by frogs. Read the graph. Circle the best answer for each question.



- How many feet does each box represent?
a. one foot jumped b. two feet jumped
- Three boxes would equal _____.
a. three feet jumped b. six feet jumped
- Which frog jumped the greatest distance?
a. Kerm b. Hopper c. Topper d. Toad
- Which two frogs jumped the same distance?
a. Kerm and Hopper b. Topper and Toad c. Kerm and Toad
- Which frog jumped six feet?
a. Kerm b. Ralph c. Hopper d. Topper



Name _____

wonderful
faded

relatives
different

den
forest

1. This flower is not like the others. _____
2. We had a terrific time at the park. _____
3. We took a walk in the woods. _____
4. I met Kim's aunts, uncles, and cousins. _____
5. The lights dimmed in the theater. _____
6. The bears are in their animal home. _____

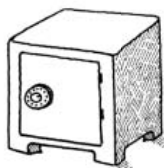
safe

pigs

share

cuddle

1.



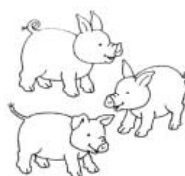
2.



3.



4.



Name _____

A. Circle the word that best completes each sentence.

1. Ed carried the tray _____ so nothing spilled.
a. carefully b. enjoyed
2. Kim is showing words and letters with her hands she is _____.
a. water b. signing
3. Her great-grandparents came from France and _____ in Utah.
a. remembered b. settled
4. We felt the _____ from the fire.
a. heat b. cool
5. The scared rabbit _____ away.
a. hopped b. swam

B. Complete the letter with words from the box.

favorite excited gift company celebrate

Dear Jim,

I am so _____ that you will be here next
weekend! I love to have _____ my own
age. You are my _____ cousin! To
_____ your visit, I will give you a _____.
Your cousin,
Jane

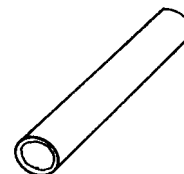
Name _____

Short and Long *u*

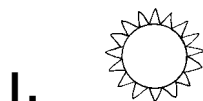
The *u* in **cup**
stands for
the short *u*
sound.



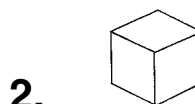
The *u* in **tube**
stands for
the long *u*
sound.



Circle the word that names each picture. Then write the word.



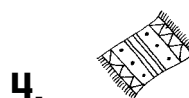
sun some



cub cube



duck duke



rug rag



mull mule



ton tune



gum gem



tub tube



Name _____

A. Match each meaning with the correct word. Write the letter of the meaning on the line.

- | | |
|-------------------|----------------------------------|
| 1. burst _____ | a. floats or moves along by wind |
| 2. gently _____ | b. hot, dry, sandy area of land |
| 3. drifts _____ | c. person living near another |
| 4. drowns _____ | d. to break open suddenly |
| 5. neighbor _____ | e. carefully |
| 6. desert _____ | f. covers with water |

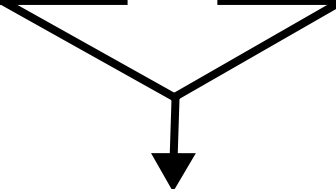
B. Choose two words. Use each one in a sentence. Write the sentences on the lines below.

7. _____

8. _____

Name _____

As you read *The Tiny Seed*, fill in the Conclusion Chart.

Facts	Facts
	
Conclusion	

How does the information you wrote in this Conclusion Chart help you summarize *The Tiny Seed*?



Name _____

You can use clues from a story and what you know to help you **draw conclusions** about what is happening.

It is very bright outside.

It is sunny. It is rainy.



Read the sentence that tells about each picture.
Then draw a circle around the sentence that draws a conclusion.

1. The soil around the plant was very dry.

The plant did not get enough water.

The plant got water and sunlight.



2. The plant had grown too much.

The leaves fell off the plant.

The woman cut some leaves off the plant.



3. Mr. Jones wanted to grow some flowers.

Mr. Jones planted daisy seeds.

Mr. Jones planted a fir tree.



4. The cat played with the plant.

The wind blew down the plant.

The cat knocked down the plant.



Name _____

As I read, I will pay attention to the punctuation in each sentence.

9 Some leaves can also be cooked. Do not drown
20 them in water or cook them too long. They will not
30 be very healthy if you do. Gently steam them in
37 a little water for a short time.
46 Cooks use herb leaves. The leaves add flavor to
55 food. They also add color. Some people even put
them on top of a meal. 61

Comprehension Check

1. Why do cooks use herb leaves? **Draw Conclusions**

2. What is the author writing about? **Plot**

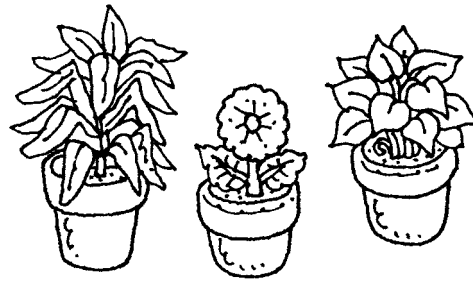
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Context clues are words in a sentence or story that help you figure out the meaning of a word you don't know. Context clues can come before or after the new word.

Read each sentence. Look at the underlined word. Circle the context clues that help you figure out what the underlined word means. Then use the word in a sentence.



1. The thick, strong stem of the plant was very sturdy.

2. There was so much soil in the pot that it overflowed onto the table.

3. I can't reach the plant because it is on a high shelf.

4. It was so cold that the water froze.



Name _____

A. Circle the word that completes each sentence.
Write the word on the line.

1. I _____ my hand on the sharp metal.
cut cute

2. The bear _____ ate some berries.
cub cube

3. My sister took a bath in the _____.
tub tube

Use the **-er** ending to
compare two people,
places, or things.

short + **er** = shorter
(more short)

Use the **-est** ending to
compare more than two
people, places, or things.

short + **est** = shortest
(most short)

B. Circle the word that completes each sentence.
Write the word on the line.

4. Maria is _____ than her sister.
taller tallest

5. Today is the _____ day of the year.
colder coldest

6. That horn is _____ than mine.
louder loudest



Name _____

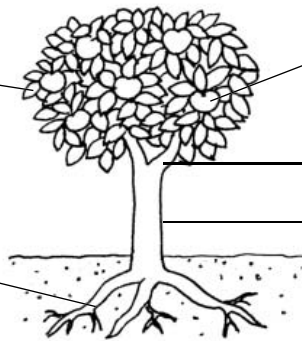
Diagrams are drawings that give information. **Labels** tell more about a diagram.

Look at the diagram. Read the labels. Then answer the questions below.

The Parts of an Apple Tree

Leaves make food for the tree.

Roots take water from the soil.



Fruit holds the tree's seeds.

Branches and **trunk** carry water and food to different parts of the tree.

1. What does this diagram show?

2. Which part holds the tree's seeds?

3. What do leaves do?

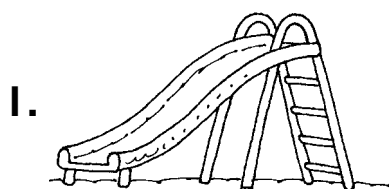
4. Which part takes water from the soil?



Name _____

Sometimes two **consonants** form a blend. In a consonant blend, you can hear two consonant sounds.

A. Circle the blend at the beginning of each picture name.

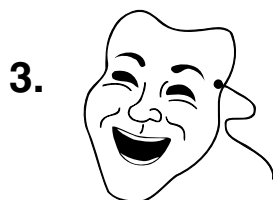


br sl dr



dr sm gl

B. Circle the blend at the end of each picture name.



sk sp ck



nt st sk

C. Write a blend to complete each word.

5. This word names something you walk up and down.

_____airs

6. This word is another word for **talk**.

_____eak



Name _____

Choose the word from the box that belongs in each sentence. Then write it on the line.

young
examines

normal
mammal

rescued
hunger

1. The doctor _____ the puppy to see if it is well.
2. The doctor knows the puppy is well because everything is _____.
3. She can tell the puppy is a _____ because it has hair and drinks its mother's milk.
4. People _____ the puppy after it fell down into a well.
5. The puppy is different from an old dog because it is a _____ animal.
6. The doctor gives the puppy food to stop its _____.

Name _____

As you read *A Harbor Seal Pup Grows Up*, fill in the Sequence Chart.

Beginning**Middle****End**

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How does the information you wrote in this Sequence Chart help you summarize *A Harbor Seal Pup Grows Up*?

**At Home:** Have your child use the chart to retell the story.

Name _____

The **sequence** is the order in which things happen in a story.

Words like **first**, **next**, and **last** are clue words to help you tell the story order.

First Juan's teacher told children what to do for homework.

Next Juan did his homework.

Last Juan gave his homework to his teacher.

A. Read the story. Then write the number 1, 2, or 3 below each picture to tell the sequence of the story.

First the pet pig got lost. It was afraid. Next the people found their pet pig. Last the people took the pig back home.



B. Write a sentence telling what might happen next in the story.



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

6 People have always hunted whales. Hunting
 14 whales for food was **normal**. People also made
 17 things from whales.
 26 There was no electricity long ago. People used oil
 36 to light lamps. The oil was often made from whale
 39 fat, or blubber.
 47 Many whales were killed. There were very few
 54 whales left. Today the laws protect whales.
 64 Now people go on a whale watch to see whales.
 They hunt for whales with their cameras. 71

Comprehension Check

1. Why did people hunt whales? **Cause and Effect**
2. Why are there laws today that protect whales? **Cause and Effect**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Antonyms are words that have opposite or almost opposite meanings.

The sun is **high**. The ground is **low**.

Read each pair of sentences. Circle the word in the second sentence that has the opposite or almost opposite meaning of the underlined word in the first sentence.

1. Ali's lost hamster ran under a rock.
Ali found his hamster.
2. Then the hamster ran away again.
Ali raced toward his hamster.
3. The hamster stopped near a tree.
Then it started running again.
4. Ali bent down to see the hamster.
The hamster looked up at him.
5. Ali opened the door of the hamster cage.
He closed it tightly after he put the hamster inside.



Name _____

A consonant blend is made when consonants are sounded together so that each letter is heard.

A. Circle the word that completes each sentence. Then write it on the line. Then draw a box around the consonant blend at the beginning or end of the word you chose.

1. My dog, Sam, is very _____.
flip fast
2. He can run faster than my dad can _____.
drive down
3. I don't know any other dog with as much _____.
sing speed

A **compound word** is made up of smaller words.
rain + bow = rainbow

B. Put the two small words together to write a compound word.

4. star fish _____

5. back pack _____

6. grass hopper _____



Name _____

Similes compare one thing to another.

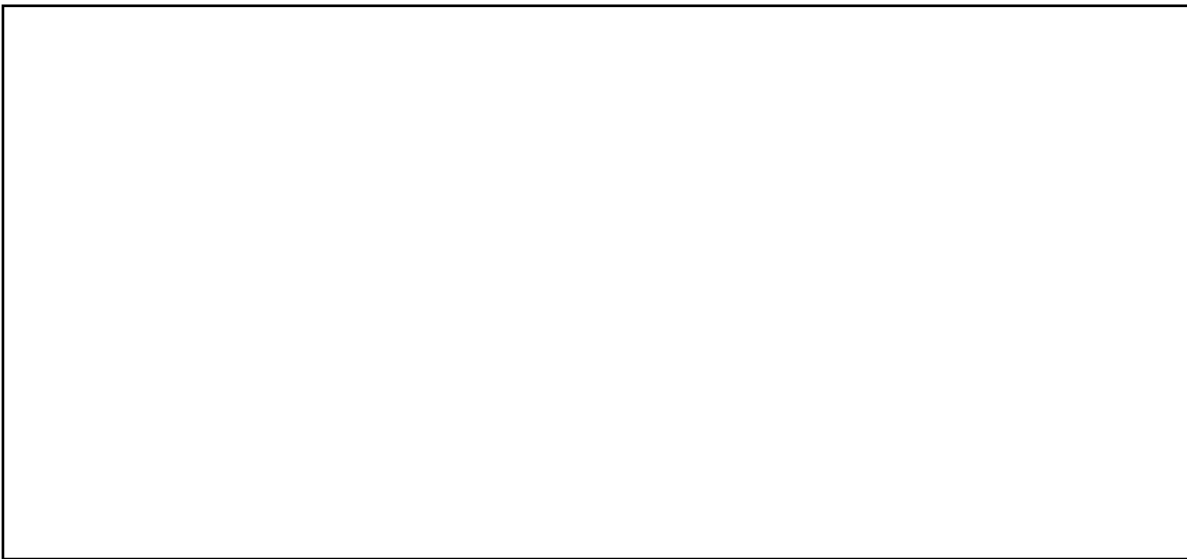
They use the words **like** or **as**.

Bob's **hands** are **as** cold **as** ice.

The way Bob's hands feel is compared to the way ice feels.

**A. Read the simile. Draw a picture to go with the simile.
Then write a sentence to tell more about the picture.**

1. Jessie is as strong as an ox.



2. _____



Name _____

Long a:
ay, ai

The letters **ai** and **ay** can stand for the long **a** sound.
Say the name of each picture.



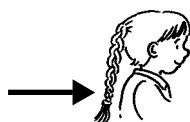
brain



play

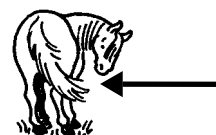
Look at each picture. Write the word that answers the question. Then circle the letters that stand for the long **a** sound.

1.



Is this a **braid** or a **brag**?

2.



Is this a **tail** or a **tan**?

3.



Is this a **pail** or a **pan**?

4.



Is this a **tray** or a **trap**?

5.



Is this **hay** or **ham**?

6.



Is this **rain** or a **rack**?



Name _____

A. Choose a word from the box to complete each sentence. Write the word on the line.

serious

broken

personal

informs

heal



1. My cough is mild, but yours sounds more _____.
2. The doctor _____ me about how to stay healthy.
3. This cream helps cuts and scratches to _____ more quickly.
4. I have a cast on my arm because it is _____.
5. I wrote a _____ letter to my best friend.

B. Choose a word from the box to write a sentence.

Name _____

As you read *A Trip to the Emergency Room*, fill in the Sequence Chart.

First
↓
Next
↓
Then
↓
Last

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How does the information you wrote in this Sequence Chart help you summarize *A Trip to the Emergency Room*?



At Home: Have your child use the chart to retell the story.

Name _____

Sequence is the order in which things happen in a story.

Read the story. Then number the pictures to show the order in which things happened in the story.

Sam Gets His Tonsils Out

Sam woke up with a very sore throat. He told his dad. Sam and his mom met with the doctor. "Your tonsils have to come out," the doctor said.

Sam's mom took him to the hospital the next day. When he woke up after the operation, his dad asked, "Are you feeling better?" Sam said his throat was still a bit sore.

The doctor came in with a bowl of ice cream. "This will help you feel better," she said. Sam smiled and began to eat.

1.



2.



3.



4.



Name _____

Homophones are words that sound the same, but have different meanings and different spellings. **Too** and **two** are homophones. When you come to a new word that sounds the same as another word you know, you can use a dictionary to look up the word's meaning.

Study the dictionary entries. Read the sentences below. Then write the correct word to complete each sentence.

sea *noun* — a large body of water. *Many kinds of fish live in the sea.*

see *verb* — to notice with the eyes. *I see that the rain has stopped.*

1. The tiny boat floated along on the wide _____.
2. Do you _____ any kids in the playground?

flour *noun* — a powder made of grain. *I used two cups of flour in this cake.*

flower *noun* — a plant or part of a plant that has colorful petals. *The flower was a lovely shade of red.*

3. She wore a purple _____ in her hair.
4. This bread is made from wheat _____.



Name _____

You can use the library's **card catalog** and **reference sources** to get many different kinds of information.

Draw a line to the reference source that completes each sentence.

- | | |
|--|-------------------------------|
| 1. A _____ is a model of Earth. | a. newspaper |
| 2. A _____ lists people and businesses alphabetically, along with their addresses and phone numbers. | b. almanac |
| 3. A _____ is an alphabetical listing of books in a library. | c. globe |
| 4. A _____ is a daily or weekly publication that has news. | d. atlas |
| 5. An _____ is a yearly book that has many kinds of practical information. | e. card catalog |
| 6. An _____ is a book of maps and information about different places. | f. telephone directory |



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words.

Hospitals are busy, **serious** places.
 5 Doctors and nurses help sick and hurt people.
 13 Many people work in a hospital. There are many kinds of
 24 jobs. You can meet many helpers at a hospital.
 33 Hospitals need to know all about you. A worker puts your
 44 **personal** facts into the computer. Then the worker wraps a
 54 band on your wrist. It has your name on it. 64

Comprehension Check

1. Why are personal facts put into a hospital computer? **Draw Conclusions**
2. What sort of people are helped in hospitals? **Main Idea and Details**

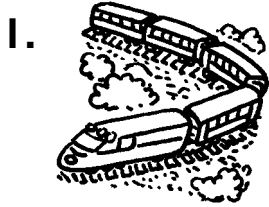
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

The long **a** sound can be spelled with the letters **ai** or **ay**.
You can hear the long **a** sound in the word *snail* and the
long **a** sound in the word *say*.

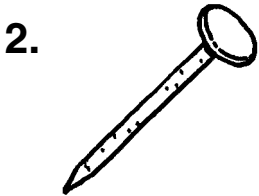
Draw a line to match each picture with the correct word.
Then circle the letters in the word that make the same
long *a* sound as the words *snail* and *say*.



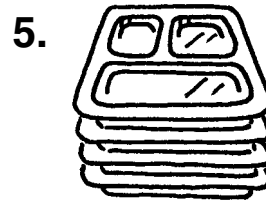
nail



play



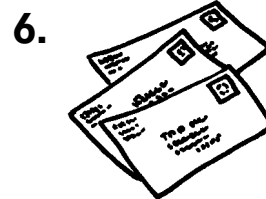
train



rain



trays



mail



Name _____

Long *i*:
i, ie, igh, y

The long *i* sound can be spelled with the letters ***i, ie, igh***, or ***y***.
Listen to the vowel sound as you say the words ***hi, lie, right***,
and ***by***.

Write the word from the box that names each picture.

dry cry night child tie light sky pie

1.



2.



3.



4.



5.



6.



7.



8.



Name _____

Choose a word from the box to finish each sentence.
Write the word on the line.

peered

giggled

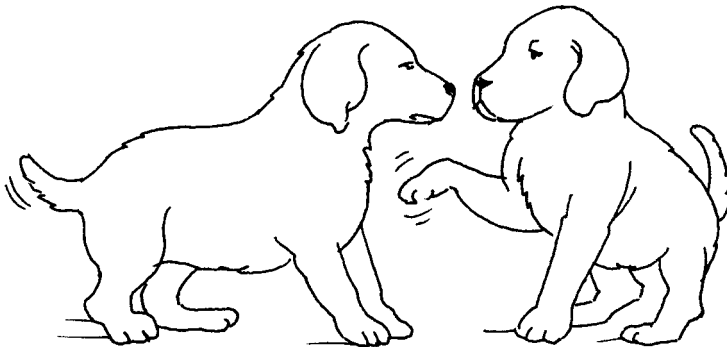
snuggled

fluttered

vanished

recognized

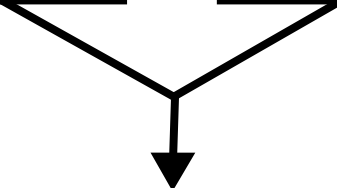
1. The young bird's wings _____ as it tried to fly.
2. The baby _____ with his blue blanket.
3. The kitten _____ its mother's meow.
4. The calf _____ through the dirty barn window.
5. Juan _____ at the silly puppies.
6. The baby bunnies _____ into their hole.



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Name _____

As you read *Farfallina & Marcel*, fill in the Inference Chart.

What I Learned From Reading	What I Already Know
	
My Inference	

How does the information you wrote in this Inference Chart help you to better understand *Farfallina and Marcel*?



Name _____

When you **make inferences**, you use what you already know and what you have read to figure out something about a story.

Read the clues to figure out the riddles. Use the words and pictures in the box.



dog



frog



rooster



penguin

1. When I am young, I am yellow and fuzzy. I say, “Peep!” I look different as I get older. Then I may say, “Cocka-doodle-do!”

What am I? _____

2. I look like a gray ball of fuzz when I hatch. But when I grow up, I will have shiny black feathers and a white stomach.

What am I? _____

3. I can be big or small, short-haired or long-haired. You feed me and take me for walks. I can be your best friend.

What am I? _____

4. I live in water and have gills when I am young. When I am an adult, I breathe with lungs. I say, “Rrrrbitt!”

What am I? _____



Name _____

As I read, I will pay attention to the punctuation and tempo in each sentence.

7 Little Bat hung from the cave roof.
 7 “The birds think I’m silly,” he said.
 14 Mother Bat **peered** at her son. “Why?”
 21 she asked.
 23 Little Bat thought about what the birds had said.
 32 The birds were mean to him. They said he had
 42 big ears. He didn’t fly in the daytime. He did not sit
 54 in trees or sing. He didn’t have feathers or wings or
 65 a beak. 67

Comprehension Check

1. Who has been teasing Little Bat? Draw Conclusions

2. Why do the birds think Little Bat is silly? Make Inferences

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Synonyms are words that have the same or almost the same meaning. You can use a **dictionary** or **thesaurus** to find synonyms.

Use the dictionary and thesaurus entries to answer the questions. Then circle the source you used.

Dictionary	Thesaurus
<p>laugh (laf) <i>verb</i> to make sounds with your voice to show that something is funny</p> <p>look (l'uk) <i>verb</i> to use the eyes to see things</p>	<p>laugh: chuckle, giggle, snicker</p> <p>look: examine, gaze, peer, see, stare, watch</p>

1. What does **laugh** mean?

dictionary

thesaurus

2. What are two synonyms for **look**?

dictionary thesaurus



Name _____

The long *i* sound can be spelled *i*, *ie*, *igh*, or *y*.**A. Write a word from the box to complete each sentence.**

tight

tie

try

1. The boys _____ to do their best.
2. My clothes from last year are now too _____.
3. Dad wears a red _____ with his suit.

A **contraction** is a short way to write two words.

she is = she's he is = he's

we are = we're can not = can't

B. Write the contraction that takes the place of the words in dark print.

4. Kyle **is not** _____ going to the game.
5. **Who is** _____ the fastest runner in the class?
6. **We can not** _____ go out in the rain.

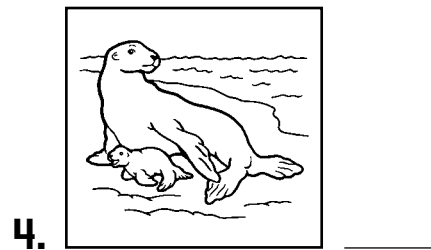
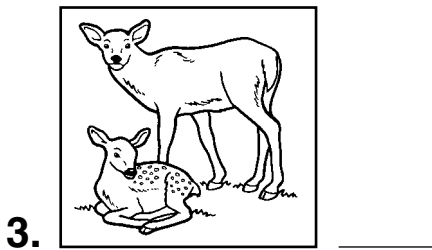
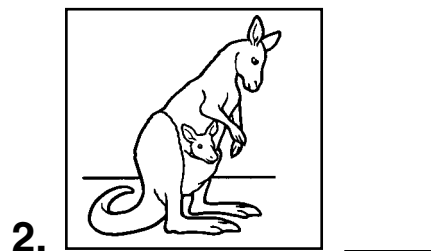
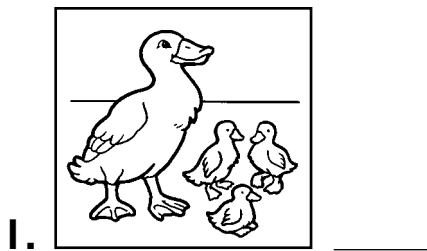


Name _____

A **caption** is a short label that tells about a picture.

A. Match each caption from the box to a picture below.
Write the letter of the caption on the line.

- a.** A fawn is a baby deer. **b.** A young seal is a pup.
c. A baby kangaroo is a joey. **d.** Ducklings are baby ducks.



B. Write the caption for the picture below.

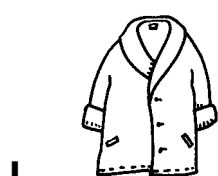


Name _____

Long o:
o, oa, ow, oe

The letters **o**, **oe**, **oa**, and **ow** can each stand for the long o sound. Listen to the vowel sound as you say the words **go**, **toe**, **road**, and **low**.

Say the names of the pictures in each row. Circle the picture whose name has the long o sound. Then write the name on the line.



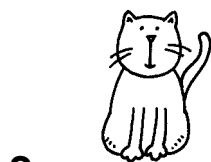
coat



lamp



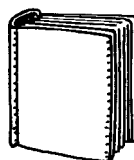
flower



cat



bowl



book



hat



doe



dog



snow



rabbit



bicycle



Name _____

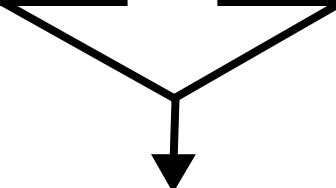
Write each word from the box next to its definition.uniform
tryoutscoach
practicesstarting
imaginary

1. _____ : events where people show what skills they have in order to get on a team
2. _____ : a person who helps other people improve at a game or activity
3. _____ : first to play
4. _____ : clothing worn by the members of a team
5. _____ : events at which players do the same actions over and over to improve their skills
6. _____ : not real, or something pictured in your mind

Name _____

As you read *There's Nothing Like Baseball*, fill in the Inference Chart.

What I Know	What I Read



My Inferences

How does the information you wrote in this Inferences Chart help you to better understand *There's Nothing Like Baseball*?



Name _____

Asking questions as you read can help you understand a story. If the answers are not directly stated in the story, you have to **make inferences**. When you make an inference, you use facts from the story and what you already know to figure something out.

Read each passage. Circle the best answer to each question.

Henry moaned. He did not feel well at all. He held his stomach. Then he decided to lie down in bed. “Why did I eat so much candy?” he cried.

1. What do you think is wrong with Henry?
a. His stomach hurts. **b.** His head hurts. **c.** He broke his arm.
2. Why do you think Henry is not feeling well?
a. He fell down the stairs. **b.** He ate too much candy. **c.** He bumped his head.

Carl yawned. He licked his paw. Then he smoothed his whiskers. He curled up on a pillow and closed his eyes. One more little nap wouldn’t hurt.

3. What is Carl?
a. a cat **b.** a boy **c.** a fish
4. Which of these sentences helped you guess?
a. Carl yawned. **b.** One more little nap wouldn’t hurt. **c.** He licked his paw.



Name _____

As I read, I will pay attention to punctuation and expression.

7 Tom dropped his schoolbag. He flopped on
15 the sofa. His favorite show, **Imaginary** World, was
24 just starting. He stuffed a bagel into his mouth.
31 “Exercise time,” said Tom’s mom, holding up
36 their new puppy Rover’s leash.
44 Tom pretended not to hear. He brushed crumbs
47 off his T-shirt.
“Starting now!” she said. 51

Comprehension Check

1. Does Tom want to take Rover out to exercise? **Make Inferences**

2. Why are there crumbs on Tom’s T-shirt? **Sequence of Events**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Multiple-meaning words are words that have more than one meaning. You can use a **dictionary** to better understand a word that has more than one meaning.

Use the dictionary entry below to figure out which meaning is used in each sentence. On the line, write the number of the meaning used in the sentence.

right *adjective* 1. the opposite of left. *In the United States, people drive cars on the **right** side of the road.* 2. correct. *Nancy knew the **right** answers to all the questions on the test.* 3. immediately. *Let's leave **right** after lunch.*



1. Sharon made sure she had the **right** uniform. _____
2. David hit the ball all the way to the **right**. _____
3. The soccer field is too wet **right** now. _____
4. My favorite slide is to the **right** of the swings. _____
5. This is the **right** time to pass the ball. _____
6. We finished the game **right** before it started to rain. _____



Name _____

A **contraction** is a short way of writing two words. An apostrophe (') is used to take the place of the letters that are left out.

I will = I'll you have = you've

Choose a contraction from the box to replace the underlined words in each sentence. Write it on the line. Then circle the words that have the long o sound in each sentence.

they've We'll you'll We've I've They'll

1. We have already grown to like baseball. _____
2. They will try to kick the ball into the goal. _____
3. When you run, you will have to go fast. _____
4. I have played basketball with Joe. _____
5. I do not know where they have been. _____
6. We will get new team coats for the fall. _____
7. We have thrown the ball into the lake. _____
8. I have hurt my toe. _____

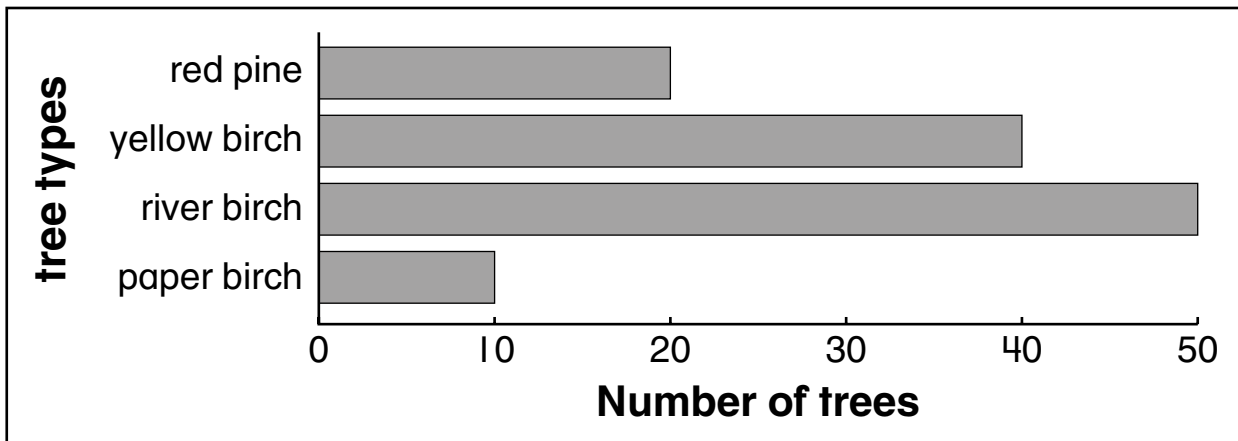


Name _____

Newspapers and magazines often use **bar graphs** to compare amounts.

Read the graph. Circle the best answer for each question.

Number of Trees in Waterville



- What is being compared?
a. height of trees **b.** number of trees
- Of which type of tree is there **the least**?
a. paper birch **b.** river birch **c.** yellow birch
- Of which type of tree is there **the most**?
a. paper birch **b.** river birch **c.** yellow birch
- Does this graph tell you anything about red pine trees?
a. Yes **b.** No
- How many river birch trees are in Waterville?
a. 10 **b.** 50 **c.** 60



Name _____

A. Circle the word that best completes each sentence.

1. The pipe _____ and flooded the street.
 a. burst b. turned c. stopped
2. It is _____ to feel a little scared before taking a test.
 a. funny b. great c. normal
3. No one may read my diary because it is _____.
 a. silly b. personal c. funny
4. His baby brother _____ under the covers and fell asleep.
 a. skipped b. snuggled c. danced
5. Each team member wears a green _____.
 a. uniform b. ball c. practice
6. Karen _____ at the silly joke.
 a. ran b. cried c. giggled

B. Use the words in the box to complete the crossword puzzle.

heal

mule

stamp

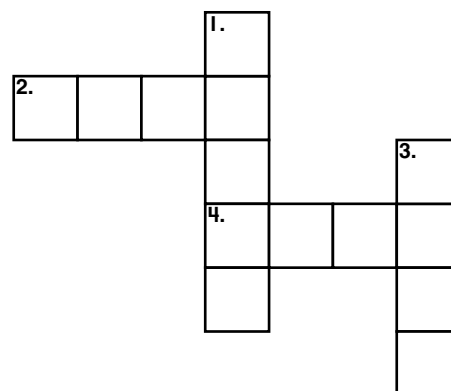
boat

Across

2. something that floats on the water
4. a mammal

Down

1. something you put on a letter
3. what you want a cut or scrape to do



Name _____

A. Underline the correct meaning for each word.

1. right
 - a. correct
 - b. aimed
2. young
 - a. not hot
 - b. not old
3. desert
 - a. rainy place
 - b. dry place
4. hunger
 - a. a need for food
 - b. a need for water
5. fluttered
 - a. moved slowly
back and forth
 - b. moved with quick,
light flapping

B. Circle the word that answers each question.

1. Who works with team members to help them play better?
a. coach **b.** scorer **c.** teacher
2. What do you call something that is in pieces?
a. borrowed **b.** new **c.** broken
3. Which is the best way to pet an animal?
a. with a towel **b.** gently **c.** roughly
4. What do you put on walls to make them a different color?
a. nails **b.** paint **c.** hammers
5. What do you call something that is make-believe?
a. imaginary **b.** real **c.** true

Name _____

Long e:
e, ee, ea, ey, y

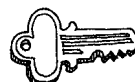
The letters **e**, **ee**, **ea**, **ey**, and **y** can stand for the long e sound.



feet



meat



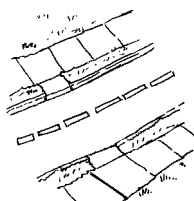
key



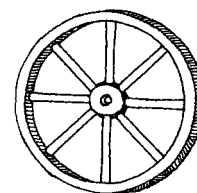
happy

Circle the missing letters. Then write them to complete the word. Read the word.

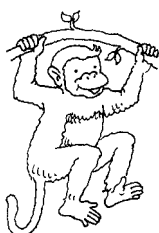
1. str _____ t
ea ee



2. wh _____ l
ea ee



3. monk _____
ey ea



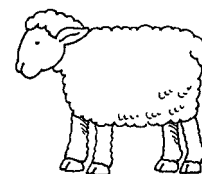
4. l _____ f
ey ea



5. penn _____
y ey



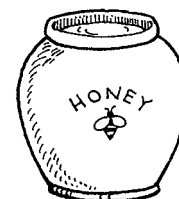
6. sh _____ p
ea ee



7. _____ gle
ea e



8. hon _____
ea ey



At Home: Help your child suggest other words with the long e sound spelled e, ee, ea, ey, or y. Have them name a rhyming word for each word.

Name _____

Choose a word from the box that matches each definition. Write the word in the boxes, one letter to a box.

breathe swung gasped delicious frantically attached

1. tasty, appetizing

--	--	--	--	--	--	--	--	--

2. to have breathed with difficulty

--	--	--	--	--	--

3. rapidly moved in a sweeping curve

--	--	--	--	--

4. fastened or connected

--	--	--	--	--	--	--	--

5. in a wildly excited way

--	--	--	--	--	--	--	--	--	--	--

6. draw air into and out of the lungs

--	--	--	--	--	--	--

Name _____

As you read *Head, Body, Legs: A Story from Liberia*, fill in the Cause and Effect Chart.

Cause	Effect

© Macmillan/McGraw-Hill

How does the information you wrote in this Cause and Effect Chart help you to better understand *Head, Body, Legs: A Story from Liberia*?



At Home: Have your child use the chart to retell the story.

Name _____

Look at the pictures. Read the sentences. The **cause** is the event that makes the **effect** happen.



Cause

It rained.

Effect

The boy got wet.



Each picture shows an effect. Write a cause that could have made the effect happen.

1. Cause:

Effect:



The girls are wearing party hats.

2. Cause:

Effect:



The snowman melted.



Name _____

As I read, I will pay attention to the punctuation in each sentence.

A woodcutter and his wife lived in the forest.
 9 One day the woodcutter was about to chop down a tree.
 20 Then a squeaky voice yelled, "Stop!" The woodcutter
 28 did not see anyone.
 32 "Look in the tree!" said a little green elf.
 41 "This tree is my home," said the elf. "Leave it
 51 alone, and I will give you three wishes!" The
 60 woodcutter agreed.
 62 He ran home to tell his wife the good news. 72

Comprehension Check

1. Why will the elf grant the woodcutter three wishes? **Cause and Effect**
2. Why do you think the elf doesn't want the tree to be cut down? **Draw conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Sometimes other words in a sentence or a story can help you figure out the meaning of a new word. These words are called **context clues**.

There was no sunshine on the **overcast** day.

The unknown word is **overcast**.

The clue words are **no sunshine**.

Read each sentence. Then find the word or words in the box that tells the meaning of the word in dark print. Write the word from the box on the line.

flower

bird

body part

instrument

1. The **finch** has red legs and feet. It has feathers and can fly.

A finch is a _____.

2. Micah blew into the **saxophone**, which made a wonderful sound. He is practicing so he can play a song.

A saxophone is an _____.

3. Dad planted **daffodils** in the garden. Mom picked a few and put them in a vase.

A daffodil is a _____.

4. The **ulna** is between your wrist and elbow.

An ulna is a _____.



Name _____

Long e;
Suffixes *-ful* and *-less*

The **suffixes -less** and **-ful** change the meaning of the words to which they are added. The suffix **-less** means “**without**.” The suffix **-ful** means “**full of**.”

care + ful = careful (with care)

care + less = careless (without care)

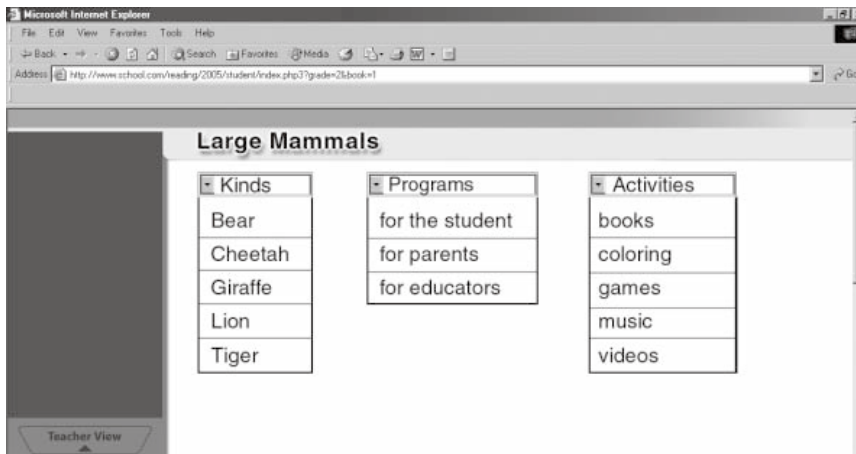
Write the suffix *-ful* or *-less* to complete each sentence.

1. The area was quiet and calm; it was very peace_____.
2. Kevin could not understand what the speaker was saying, so the information was meaning _____.
3. This was the third night that I could not sleep well. I don't think I can survive another sleep _____ night.
4. The man had no money, so he was penni _____.
5. Heidi was in a good mood. She was happy and cheer _____.
6. When Beth's tooth fell out, she had a tooth _____ grin.



Name _____

A Web page on the Internet has many places to find information. It has links to other information on the Web site. A **drop-down menu** will help you find more links.



Look at the home page. Then follow the directions and answer the question.

1. You want to find a book about giraffes. Put an **X** on the link you should click.
2. You are looking for programs. Circle where you should click.
3. Put a checkmark next to two mammals you would like to know more about.
4. What is the title of this Web page? _____



Name _____

Long *u*

Listen to the long *u* sound as you say each of these words.

cute

duke

use

music

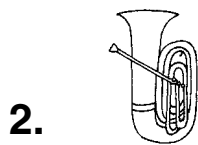
A. Say the name of each picture. Circle the words that have the sound of long *u*.



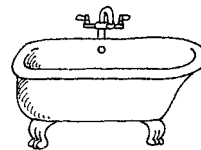
cub



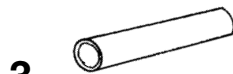
cube



tuba



tub



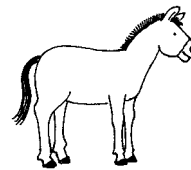
tube



Jill



mud



mule

B. Write a sentence with one of the long *u* words.

5. _____



Name _____

Circle the word that belongs in each sentence. Then write it on the line.

1. Hold hands with a _____ on a field trip.
accident buddy
2. Do not get lost on a trip to an _____ zoo.
enormous obeys
3. You must pay _____ to your teacher.
enormous attention
4. A good student _____ the rules.
obeys accident
5. The teacher can give you _____ to help you remember the rules.
tips obeys
6. Following the rules can stop an _____ from happening.
accident enormous

Name _____

As you read *Officer Buckle and Gloria*, fill in the Illustrations Chart.

Illustration	What I Learn From the Picture

© Macmillan/McGraw-Hill

How does the information you wrote in this Illustrations Chart help you to better understand *Officer Buckle and Gloria*?

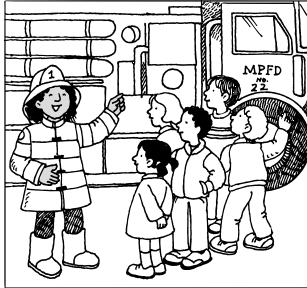


At Home: Have your child use the chart to retell the story.

Name _____

Comprehension:
Use Illustrations

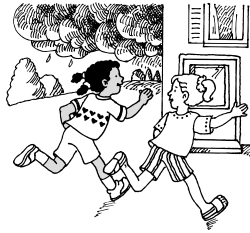
Illustrations are pictures. They can help you understand what you are reading.



The firefighter tells us
how to stay safe.
She shows us her truck.

Circle the picture that helps you understand the sentence.

1. The children ran into the house because a thunderstorm was coming.



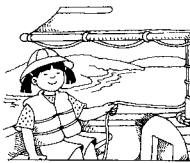
2. People could not swim because the pool had no lifeguard.



3. He wore his helmet while he rode his bike.



4. She wore her life jacket when she was on the boat.



© Macmillan/McGraw-Hill



Name _____

As I read, I will pay attention to the punctuation in each sentence.

8 Stay safe outside while working in the garden
or playing.
10 Here are some garden rules.
15 **Garden Safety Rules:**
18 Work with an adult.
22 Use tools carefully. Many tools are sharp.
29 Do not leave tools out.
34 Be careful when you play in the sun. Wear a hat
45 on hot days. Wear sun block, too. Drink lots of
55 water. Do not run too much.
61 You can be someone's safety buddy. Tell them
69 about the tips in this book. 75

Comprehension Check

1. Why is it important to put tools away after you have finished using them? **Make Inferences**

2. Why is it a good idea to drink lots of water when you are playing in the sun? **Make inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Synonyms are words that have the same or almost the same meaning.

little**small**

The word **little** has almost the same meaning as the word **small**.

Knowing a word's synonym can help you understand what the word means in a sentence.

Read each sentence. Circle the synonym for the word in dark print.

1. The ball rolled **under** the sofa. I could not reach it.
first below
2. Ron made a good grade. He got many answers **correct**.
near right
3. She was the **swiftest** bike rider. She won the race.
quickest book
4. The hat was too **enormous** for me. It covered my eyes.
large happy
5. We had to wait until the teacher said it was okay. Then we could **start** the work.
fly begin



Name _____

Long *u*

Long **u** is the vowel sound in these words.

Listen for the long **u** sound as you say each one.

cube**tuba**

Circle the correct word to finish each sentence. Write the word on the line.

1. You can ride on a _____. mud mule
2. I get my toothpaste from a _____. tube tall
3. The tiny kitten is _____. cute cap
4. The ice _____ might melt. cub cube
5. Can you play a pretty _____? tune ton
6. I can play a tune on my _____. tuba tub

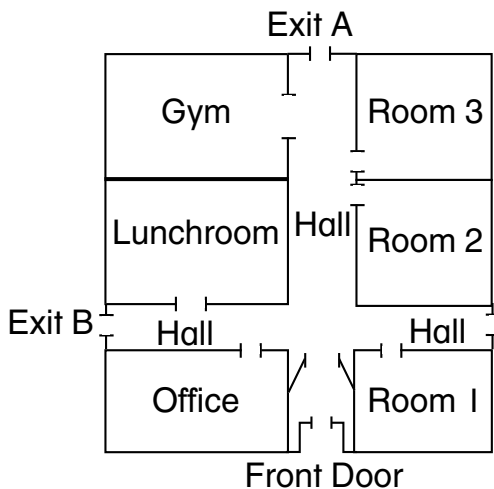


Name _____

A **floor plan** is a map that shows you where all the rooms are in a building.

A. Read the floor plan. Follow directions below.

School Floor Plan



1. Write the letter A on the office.
2. Write the letter X on the gym.
3. Draw a circle around Room 3.
4. Draw a star inside the lunchroom.

Rules tell you what you should and should not do.

School Rules

1. Do not push.
2. Wait your turn.
3. Do not talk when someone else is talking.

B. Read the school rules in the box above. Then circle Yes or No to tell how to act in school.

What should you do in school?

5. You should push. **Yes** **No**
6. You should wait for your turn. **Yes** **No**



Name _____

Consonant Digraphs:
th, sh, wh, ch

A **consonant digraph** is two consonants that together stand for only one sound. Read each word aloud and listen for each sound the underlined letters stand for.

thinksheepestwheatchin

Underline the word or words in each group that have the same sound as the letters in dark print. Then circle the letters that stand for the sound.

1. while

when child white

2. chimp

shine chase chat

3. thin

mom think tame

4. shock

scrap shore puddle

5. share

show shook hair

6. thick

chick thin match

7. child

chime black bush

8. what

went wheat where



At Home: Have your child name one more word that has the same sound/letter combinations as each of the underlined digraphs.

Name _____

Finish each sentence by circling the meaning of the underlined word.

1. When something is valid, it is _____.
a. correct based on facts or proof **b.** wrong

2. When you are hopeful, you are _____.
a. feeling sad and worried **b.** wanting or believing that something wished for will happen

3. When something is ancient, it has _____.
a. to do with times very long ago **b.** just been invented

4. When you are unable to do something, you are _____.
a. without the power to do something **b.** with the power to do something

5. When you want to confirm something, you want to _____.
a. erase something **b.** show something to be true or correct

Name _____

As you read *Meet the Super Croc*, fill in the Summary Chart.

<p>Main Idea</p>		<p>Summary</p>
<p>Main Idea</p>		
<p>Main Idea</p>		

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How does the information you wrote in this Summarize Chart help you to better understand *Meet the Super Croc*?



At Home: Have your child use the chart to retell the story.

Name _____

When you **summarize** an article or story, you tell about the most important parts in one or two sentences.

Read the passage below. Circle the best summary for the passage. Then draw a picture to go with the summary.

Ghita reads about fossils. She goes to see fossils at the museum. She asks her teacher about fossils.

- a.** Ghita likes going to museums. **b.** Ghita is learning about fossils. **c.** Ghita owns many fossils.



Name _____

A **suffix** is a word part added to the *end* of a base word.

The suffix *-ful* means “full of.” *joyful* = full of joy

The suffix *-less* means “without.” *careless* = without care

A **prefix** is a word part added to the *beginning* of a base word.

The prefix *re-* means “again.” *reuse* = use again

The prefix *un-* means “not.” *unkind* = not kind

The prefix *dis-* means “opposite of.” *disobey* = opposite of obey

Circle the correct word that completes each sentence.
Write the word on the line. Then circle the suffix or prefix in each word that you chose.

1. Somie is _____ about using her time wisely.
careless careful
2. I _____ my shoelaces to take off my shoes.
undo redo
3. I can not find my shoes. They must have _____.
reappeared disappeared
4. This watch does not work. It is _____.
useful useless
5. To go back to the beginning, I have to _____.
rewind unwind



Name _____

Before you write a report, you need to choose a topic. You need to **narrow the topic** until it is small enough to cover in the space you have. Avoid a topic that is too big.

Animals

WAY TOO BIG

Mammals

TOO BIG

Whales

STILL TOO BIG

Blue Whales

PERFECT

Think about having to write a one-page report about one animal. Then answer the questions below.

1. Which of these topics would be best?
 a. desert animals b. pets c. gray wolves
2. Give another topic idea that is the right size for your report.

3. Tell why your idea is a good one.

4. Which topic is too big for a report?
 a. dinosaurs b. grizzly bears c. bald eagles
5. Tell why you chose the answer you did to question 4.



Name _____

As I read, I will pay attention to punctuation and the pronunciation of the vocabulary words.

9 Scientists say that some giant clams can live for
 19 100 years. Giant clams live in warm waters. A giant
 19 clam has a soft body inside a shell.
 27 Giant clams are **unable** to move. They just open
 36 and close their shells.
 40 No one knows why some animals live so long.
 49 One **valid** guess may be their slow movement. They
 58 spend a lot of time resting. 64

Comprehension Check

1. Do giant clams move? **Main Idea and Details**

2. Why are giant clams unable to move around the ocean? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Say each word in the box. Listen for sounds made by the letters in dark print.

thin

shape

while

chick

A. Then write the word that completes each sentence below.

1. A baby chicken is called a _____.
2. My fat cat is the same _____ as a pillow.
3. Giraffes have long, _____ necks.
4. The rabbit glanced around _____ it ate the grass.

A **prefix** is a word part that can be added to the beginning of a word to change the word's meaning.

reheat (heat again) **un**done (not done)

disagree (do not agree)

B. Circle the prefix in each underlined word. Then circle the meaning of the word.

- | | |
|---|--|
| <p>5. Steve <u>dislikes</u> chocolate.</p> <p>does not like likes again</p> | <p>6. Please <u>reread</u> this sentence.</p> <p>do not read read again</p> |
| <p>7. I was <u>unable</u> to take a nap.</p> <p>allowed not able</p> | <p>8. Let's <u>recharge</u> this battery.</p> <p>charge again not charge</p> |



Name _____

Consonant Digraphs:
ch, tch, ph, sh, th

Listen to the sounds that the letters **ch**, **tch**, **ph**, **sh**, and **th** stand for.

A branch**ch** from the tree crash**ed** down and scratch**ed** Ruth's car. She ph**on**ed a repair shop.

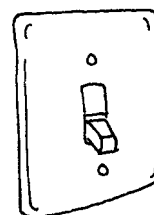


A. Circle the word that names each picture.

1.



2.



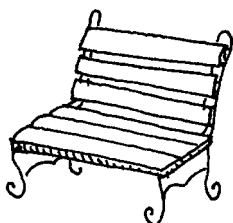
teeth

phrase

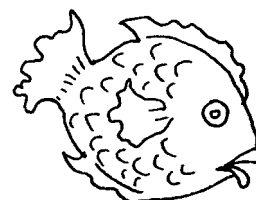
swing

switch

3.



4.



bend

bench

fish

find

B. Look at the digraphs below. Write a word that uses each digraph.

5. ch _____

6. tch _____

7. ph _____

8. th _____



Name _____

Read each sentence. Then write a word from the box to complete each sentence.

remember students perform effort proud mood

1. When I grow up, I want to _____ in many plays.
2. My mother is _____ of me.
3. All the _____ want to star in the class play.
4. I can tell my grandmother's _____ by looking at her face.
5. My dad can never _____ where he left his eyeglasses.
6. You have to make an _____ to do your best all of the time.



Name _____

As you read *The Alvin Ailey Kids: Dancing As a Team*, fill in the Summarize Chart.

Main Idea	→	Summary
Main Idea		
Main Idea		

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How does the information you wrote in this Summarize Chart help you to better understand *The Alvin Ailey Kids: Dancing As a Team*?



At Home: Have your child use the chart to retell the story.



Name _____

When you **summarize** a story or an article, you tell about the most important ideas in your own words.

Read each story. Underline the sentence that could be part of the story's summary.

1. Adam learned the steps by doing them again and again. As he practiced, he said, "Step, hop, step, step, step, kick, and turn." He did the steps before he went to bed. He did the steps waiting for the school bus.



- a. Adam worked hard to learn the dance.
- b. Adam dances before he goes to bed.
- c. Adam dances before the school bus comes.

2. Chelsea took her dog, Sage, to music class. She wanted Ms. McCann to hear Sage "sing." Chelsea sat down to play. From the first note to the last, Sage sang along. When Chelsea stopped playing, the dog stopped singing. Ms. McCann laughed.



- a. Chelsea has a pet dog named Sage.
- b. Chelsea's dog "sang" for the music teacher.
- c. Ms. McCann is Chelsea's music teacher.



Name _____

As I read, I will pay attention to punctuation.

Sarah learned how to jump and spin on the ice.
 10 She also learned how to put many jumps, spins, and
 20 dances together.
 22 Sarah says, "When you work hard, you have fun."
 31 Sarah puts **effort** into everything she does.
 38 Large crowds watched Sarah **perform**. People
 44 clapped and cheered for her. Sarah had to get used
 54 to the noise!
 57 Sarah has been in many skating contests. She
 65 won her first national junior competition at the
 73 age of 12. 76

Comprehension Check

1. What would the crowds do at Sarah's performances?

Summarize

2. How did Sarah develop a successful skating program?

Summarize

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Look for the definition of words in the **dictionary**.

Use a **thesaurus** to find antonyms.

Use the dictionary and thesaurus entries to answer the questions. Then circle the source you used.

Dictionary	Thesaurus
remember (ri mem buhr) <i>verb</i> To recall or bring back to mind.	remember <i>synonym:</i> recall <i>antonym:</i> forget
student (stew duhnt) <i>noun</i> Person who studies at school, learner.	student <i>synonym:</i> learner <i>antonym:</i> teacher

1. What does **remember** mean? dictionary thesaurus

2. What is an antonym for **remember**? dictionary thesaurus

3. What does **student** mean? dictionary thesaurus

4. What is an antonym for **student**? dictionary thesaurus



Name _____

A closed syllable ends with a consonant.

cat teach

An open syllable ends with a vowel.

be too

Read each word below. Circle the words that end with an open syllable. Underline the words that end with a closed syllable.

1. peach tee pea

2. no bat notch

3. booth six boo

4. shark me to

5. hi pie dish

6. graph shout fourth



Name _____

Alliteration is the repeated use of the same beginning sound in a group of words.

Alice sells **a**pples in **A**tlanta.

The repeated use of the /a/ sound above is alliteration.

Rhythmic patterns are sounds and words that repeat to make a rhythm.

Mary had a little lamb, little lamb, little lamb.

The words **little lamb** repeat to give the text a rhythm.

Read the lyrics to this American folk song. Then answer the questions below.

Where, oh, where is sweet little Betsy?

Where, oh, where is sweet little Betsy?

Where, oh, where is sweet little Betsy?

Way down yonder in the paw-paw patch.



1. What group of words in these lyrics show alliteration?

2. What group of words in these lyrics show a rhythmic pattern?



Name _____

Some words begin with three consonants. The consonant sounds blend together, but each sound is heard.

The words ***street***, ***scrape***, and ***sprint*** all begin with three consonant sounds.



s t r e e t →

s c r a p e →

s p r i n t →

Read the words in each item. Circle the two words that have the same beginning blends.

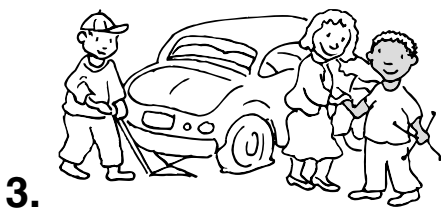
- | | | |
|-------------|---------|--------|
| 1. string | strand | stack |
| 2. scrap | sand | scrape |
| 3. spot | spray | spring |
| 4. scream | scratch | stream |
| 5. spring | ring | sprung |
| 6. stack | straw | strike |
| 7. screw | screen | scar |
| 8. sprinkle | split | sprint |



Name _____

A. Look at each picture. Choose a word from the box that best tells about the picture.

furious snoop emergency impatient demand sincerely



B. Circle the underlined word that is the best response for each question.

7. You missed your school bus. Are you impatient or furious?

8. You look for your birthday present. Do you snoop or demand?

Name _____

As you read *Click, Clack, Moo: Cows That Type*, fill in
the Cause and Effect Chart.

Cause	Effect

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How does the information you wrote in this Cause and Effect Chart
help you to better understand *Click, Clack, Moo: Cows That Type*?



At Home: Have your child use the chart to retell the story.

Name _____

The reason why or how something happens is the **cause**. The **effect** is what happens. Knowing the cause and the effect in a story will help you understand what happens in a story.

Match the cause that best completes each sentence with its effect. Use each cause only once.

Cause

- a. his brother told a funny joke
- b. their team scored a goal
- c. they did not fit her anymore
- d. I threw her the ball
- e. we were out of milk

1. I went to the store for more milk because _____.
2. Nate laughed aloud after _____.
3. Monique gave her old clothes away because _____.
4. The crowd at the soccer game went wild when _____.
5. My dog, Emma, ran across the field when _____.



Name _____

As I read, I will pay attention to tempo.

9 “No eggs again today,” said Mr. Gomez. “This is
 11 an **emergency**.”
 11 The hens just sat. Chica, the best hen, was
 20 yawning!
 21 “Do you know what is going on?” Mr. Gomez asked
 31 Desi the dog.
 34 “No,” said Desi. But he knew.
 40 “Do you know what is going on?” Mr. Gomez asked
 50 Carla the cat.
 53 “No,” said Carla. But she knew.
 59 That night Mr. Gomez saw something. 65

Comprehension Check

1. What does Mr. Gomez do after he finds out there are no eggs?

Sequence of Events

2. Why is Mr. Gomez worried about his egg farm? **Cause and Effect**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Synonyms are words that have almost the same meaning. You can use a **thesaurus** to find synonyms for many words.

A. Read the thesaurus entry. Then write the synonyms under each meaning of *sturdy*.

sturdy *adjective* 1. Able to withstand force. *The bridge is **sturdy**.*
strong, tough, stable, secure 2. Solidly built. *The weight lifter has **sturdy** legs.* **brawny, burly, muscular, athletic**

sturdy: able to withstand force

sturdy: solidly built

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

B. Use a synonym for each meaning of the word *sturdy* in a sentence. Write the two sentences on the lines below.

9. _____

10. _____



A **possessive** tells who or what owns something. Add an **apostrophe** (') and an **s** to make a singular noun possessive.

the hat that belongs to Juan = Juan's hat

horses

Name _____

Calendars show the days, weeks, and months in a year.
They can also show when events will happen.

Read the calendar. Circle the correct answer to each question.

° MARCH °						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- How many days are in the month?
28 30 31
- On which day of the week does the month start?
Sunday Tuesday Thursday
- Which day of the week is the 9th of March?
Monday Wednesday Friday
- What is the date of the third Sunday in March?
March 6 March 20 March 19
- On which day of the week will the next month begin?
Sunday Tuesday Friday



Name _____

A. Draw a line from each word in the first column to its definition in the second.

- | | |
|-----------|---------------------------|
| 1. tune | a. not able |
| 2. penny | b. to spy |
| 3. valid | c. cent |
| 4. unable | d. a song |
| 5. snoop | e. correct based on facts |

B. Circle the word that means the same or almost the same as the underlined word or words in the sentence.

- Jean and her good friend played ball.
a. buddy b. uncle c. enemy
- Luke liked the yummy apple so much, he ate a second one.
a. unripe b. sour c. delicious
- He follows the rules and walks his bike on the sidewalk.
a. changes b. obeys c. leads
- I was very angry when the thunderstorm ruined the picnic.
a. furious b. happy c. sleepy
- All the children in the class like to learn about animals.
a. teachers b. parents c. students

Name _____

A. Underline the answer to each question.

1. What do you do when your team scores?
 a. cheer b. cry c. snore
2. What do actors and dancers do on stage?
 a. paint b. study c. perform
3. What do you do to draw air into the lungs?
 a. breathe b. listen c. talk
4. What is another word for **road** or **avenue**?
 a. home b. street c. address
5. What do you try to do when someone tosses a ball to you?
 a. sleep b. eat c. catch
6. How do you feel if you cannot wait for something to happen?
 a. lazy b. impatient c. patient

B. Write the word from the box that completes each sentence.

swung

tips

hopeful

mood

1. The coach gives _____ for playing smarter.
2. Our team was _____ that we would win the game.
3. Troy _____ and hit the winning home run.
4. We were in a great _____ after we won the game.

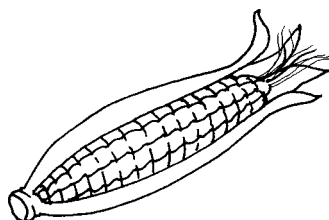
Name _____

r-Controlled Vowels:
ar, or

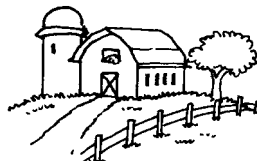
The vowel sound you hear in these words is followed by the sound of the letter *r*. The vowel sound is changed by the *r* that follows it.



star



corn



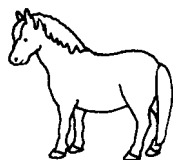
farm



fork

Fill in the bubble beside the word that names each picture.

1.



☐ horse ☐ harm

2.



☐ harp ☐ horn

3.



☐ cord ☐ cart

4.



☐ farm ☐ form

5.



☐ fare ☐ fork

6.

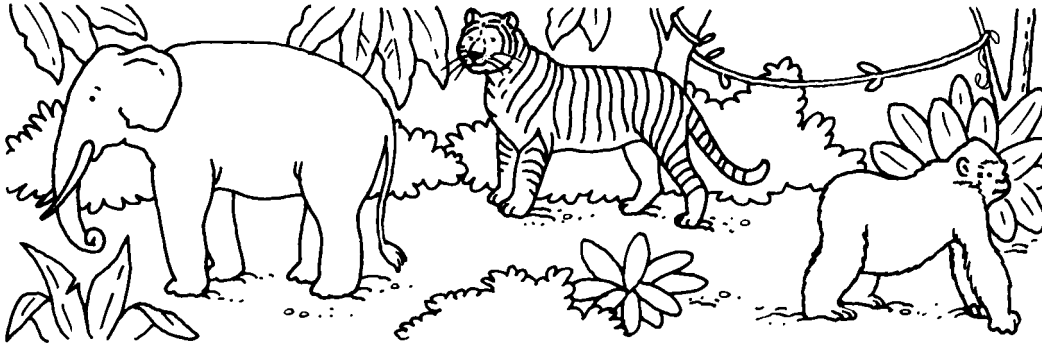


☐ chord ☐ card



Name _____

Finish each sentence by circling the meaning of the word in dark type.



1. If someone has **itches**, they have _____.

want to dance

tickling or stinging feelings

2. **Puddles** are _____.

shallow pools of water

chocolate desserts

3. **Preen** means _____.

to make oneself
smooth or sleek

to eat lunch

4. **Beasts** are _____.

small animals

animals that have four feet

5. Something that is **handy** is _____.

useful

not needed

6. To **nibble** means to _____.

eat large amounts of food

take small, quick bites

Name _____

As you read *Splish! Splash! Animal Baths*, fill in the Compare and Contrast Chart.

Animal	Animal	Animal
Behavior	Behavior	Behavior

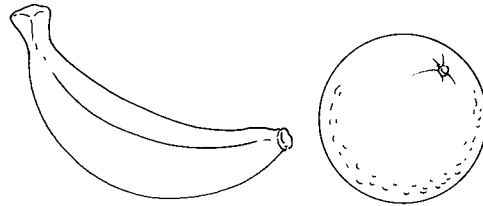
How does the information you wrote in this Compare and Contrast Chart help you to better understand *Splish! Splash! Animal Baths*?



Name _____

When you **compare**, you tell how things are alike.

When you **contrast**, you tell how things are different.



compare: A banana and an orange are both fruits.

contrast: A banana is long. An orange is round.

Hummingbird

has feathers

lays eggs

has 2 very small legs and feet

has a beak

lives in areas with flowering plants



Duck

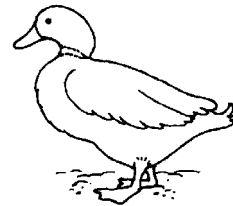
has feathers

lays eggs

has webbed feet

has a beak

lives in areas near water



Think about how the hummingbird and duck are alike and how they are different. Then follow the directions.

1. Circle three items in the charts that show how a hummingbird and a duck are alike.
2. Put a line through four items that show how a hummingbird and a duck are different.



Name _____

As I read, I will pay attention to the punctuation in each sentence.

Yaks look like big, hairy cows with long horns.
 9 Yaks may be black, white, dark red, or brown.
 18 Yaks are mammals. Mammals have warm blood.
 25 They also have hair on their bodies. Mammal
 33 babies drink milk.
 36 Yaks can live to be 25 years old. Baby yaks stay
 46 close to their mothers until they are three years old.
 56 A baby yak is called a calf.
 63 Yaks reach full size when they are around
 71 eight years old. 74

Comprehension Check

1. How are yaks different from cows? **Compare and Contrast**

2. How are yaks similar to cows? **Compare and Contrast**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can tell whether most **nouns** are singular or plural by looking at their endings. Nouns that end with **s** or **-es** are plural.



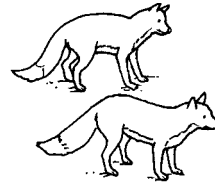
bird



birds



fox



foxes

Circle the correct word for each picture.

1.



dog dogs

2.



finch finches

3.



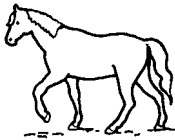
seal seals

4.



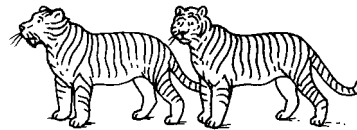
fish fishes

5.



horse horses

6.



tiger tigers

7.



whale whales

8.



bear bears



Name _____

Words are divided into **syllables**. A syllable is a word part.

born—one syllable

cor/ner—two syllables

har/mo/ny—three syllables

Count the number of syllables in each word.

Write 1, 2, or 3 on the lines.

1. smart

2. mor/ning

3. cart

4. pop/u/lar

5. form

6. tor/na/do

7. a/corn

8. a/part

9. scor/ing

10. dark

11. e/nor/mous

12. porch



Name _____

The **characters** are the people in the story or play.

The **setting** is where and when a story or play happens.

A. Read the short play. Then answer the questions below.

At the Zoo

Characters: Maria, Ken, Paul

Setting: one afternoon at the zoo

Maria: Look at the zebras!

Ken: They look like horses with stripes.

Paul: Look over there. See the elephants?

Maria and Ken: Wow, they have big ears!

1. Who are the characters in the play?

2. What is the setting?

B. Think of a story or play you would like to write. Write the characters and setting on the lines below.

Characters: _____

Setting: _____



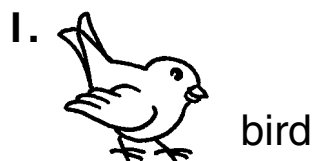
Name _____

The letters **er**, **ir**, and **ur** can sometimes stand for the same vowel sound.

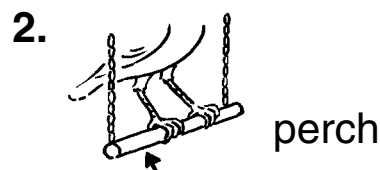
Listen for the vowel sound as you say these words.

her first turn

Read each picture name. Circle the word with the same vowel sound and spelling as the picture name.



serve dirt bun



herd dirt pat



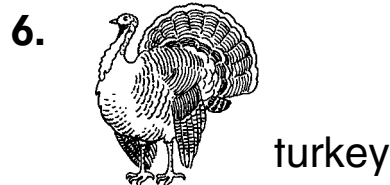
term cats burn



fur shy girl



purple verb put



purse twirl tub



Name _____

Choose the word from the box that best completes each sentence. Write the word on the line.

wider saddest freezes imagine deserted balance



1. I like to _____ that I am working at the zoo taking care of animals.
2. I make sure the animals' water never _____ when it gets very cold outside.
3. I check to be sure the big animals are in _____ cages than the small animals are.
4. I help make the animals that look the _____ feel happier.
5. I work to make sure no animal is ever _____ and left alone without food and water.
6. I watch to be sure the baby animals get their _____ to be able to walk the way they should.

Name _____

As you read *Goose's Story*, fill in the Cause and Effect Chart.

Cause	Effect

© Macmillan/McGraw-Hill

How does the information you wrote in this Cause and Effect Chart help you to better understand *Goose's Story*?



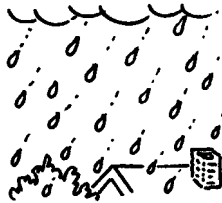
At Home: Have your child use the chart to retell the story.

Name _____

A **cause** is what makes something happen.

The **effect** is what happens.

Cause



Rain fell.

Effect

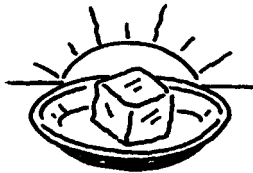


The girl got wet.

Draw a line from each cause to its effect.

Cause

1.



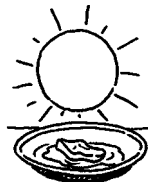
Effect



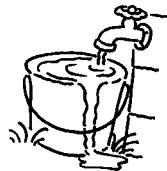
2.



3.



4.



Name _____

As I read, I will pay attention to the phrasing in each sentence.

11 "It's a great day for a walk, Dirk," said his dad.
 11 Suddenly, Dirk saw something.
 15 "Look, Dad," he cried. "A fin!"
 21 "It is a dolphin!" said his dad. "I would not
 31 **imagine** one would be here."
 36 "It is trapped," said Dirk. "It will need help to
 46 get back to sea!"
 50 Dad said, "I will call the park ranger."
 58 Dirk watched the dolphin. "I hope it is okay,"
 67 he said. 69

Comprehension Check

1. How did Dirk and his dad discover the dolphin? **Cause and Effect**
2. Why did Dirk's dad call the park ranger? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can use adjectives to compare.

Add **-er** to most adjectives to compare **two** people, places, or things.

The ball is smallerer than the doll.

Add **-est** to most adjectives to compare **more than two** people, places, or things.

The ball is the smallestest of all the toys.

Read each sentence. Circle the word that completes each sentence.

1. The cat is _____ than the dog.
a. smallest b. smaller
2. The blue bird's nest is the _____ nest of all.
a. highest b. higher
3. The cow is the _____ of all the animals in the barn.
a. louder b. loudest
4. The snow on the farm is _____ than the snow in town.
a. deeper b. deepest
5. The pig is _____ than the hen.
a. taller b. tallest
6. Our horse is the _____ of all the animals on the farm.
a. faster b. fastest



Name _____

r-Controlled Vowels:
er, ir, ur

The letters **er**, **ir**, and **ur** can sometimes stand for the same vowel sound. Listen for the vowel sound as you say these words.

her **first** **turn**

Read the words in each row. Circle the two words in which both the vowel sound and spelling match.

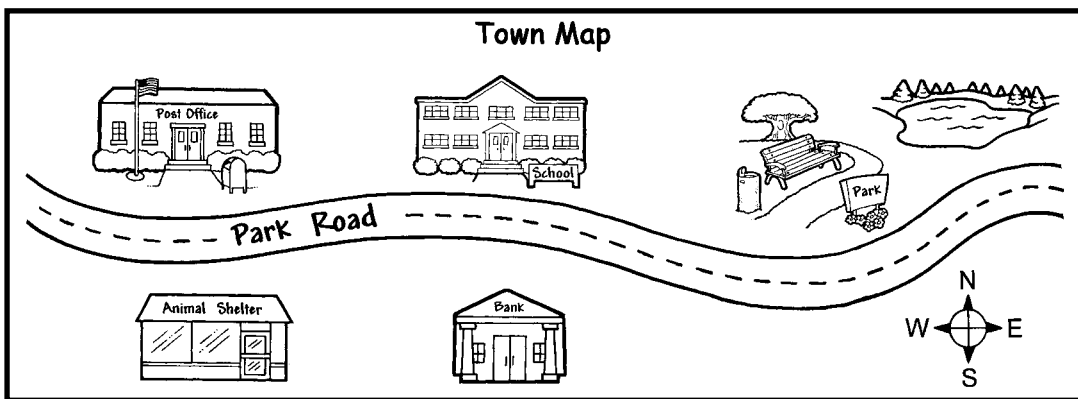
- | | | |
|-----------|--------|--------|
| 1. shirt | girl | sand |
| 2. dish | burn | turn |
| 3. verse | purse | person |
| 4. hut | hurt | purr |
| 5. skirt | skit | sir |
| 6. germ | get | verse |
| 7. third | dirty | turkey |
| 8. bun | blur | purple |
| 9. perch | stern | pet |
| 10. swirl | swift | first |
| 11. firm | church | fur |
| 12. fern | turn | term |



Name _____

A **map** is a drawing that shows where different places are. The **compass rose** on a map shows you directions north, south, east, and west.

Read the map. Then circle the letter of the correct answer to complete each sentence.



1. The name of the road shown on the map is _____ Road.
 a. Bank b. Park c. east
2. The road on the map runs _____.
 a. east and west b. north and south c. west and south
3. The school is _____ of the post office.
 a. west b. north c. east
4. The bank is _____ of the school.
 a. south b. west c. north
5. The post office is _____ of the animal shelter.
 a. south b. north c. west
6. The park is _____ of the bank.
 a. west b. northwest c. northeast



Name _____

The letters **oo** and **ou** can stand for the same vowel sound.
Listen for the vowel sound as you say these words:

book could

Read each sentence. Circle the word that has the same vowel sound as *cook* and *would*. Write the word on the line to complete the sentence.



1. You _____ not litter.
might may should
2. Fish are swimming in the _____.
river brook ocean
3. You _____ help the Earth by saving water.
could will do
4. Bailey _____ next to the lake.
was ran stood
5. I picked up the can that was next to my _____.
bag foot desk



Name _____

A. Read each sentence. Circle the word that completes the sentence.

1. Using as little water and electricity as you can is good _____.

cooking shyness conservation

2. An animal's _____ are the parts of its body that are left after it dies.

remains feathers meals

3. Your bones are the _____ part of your body.

coolest hardest tallest

4. If you have _____, you can ask for help.

trouble answers kitchen

5. An animal that is _____ has died out forever.

common extinct friendly

**B. Write a sentence for three of the words you circled.**

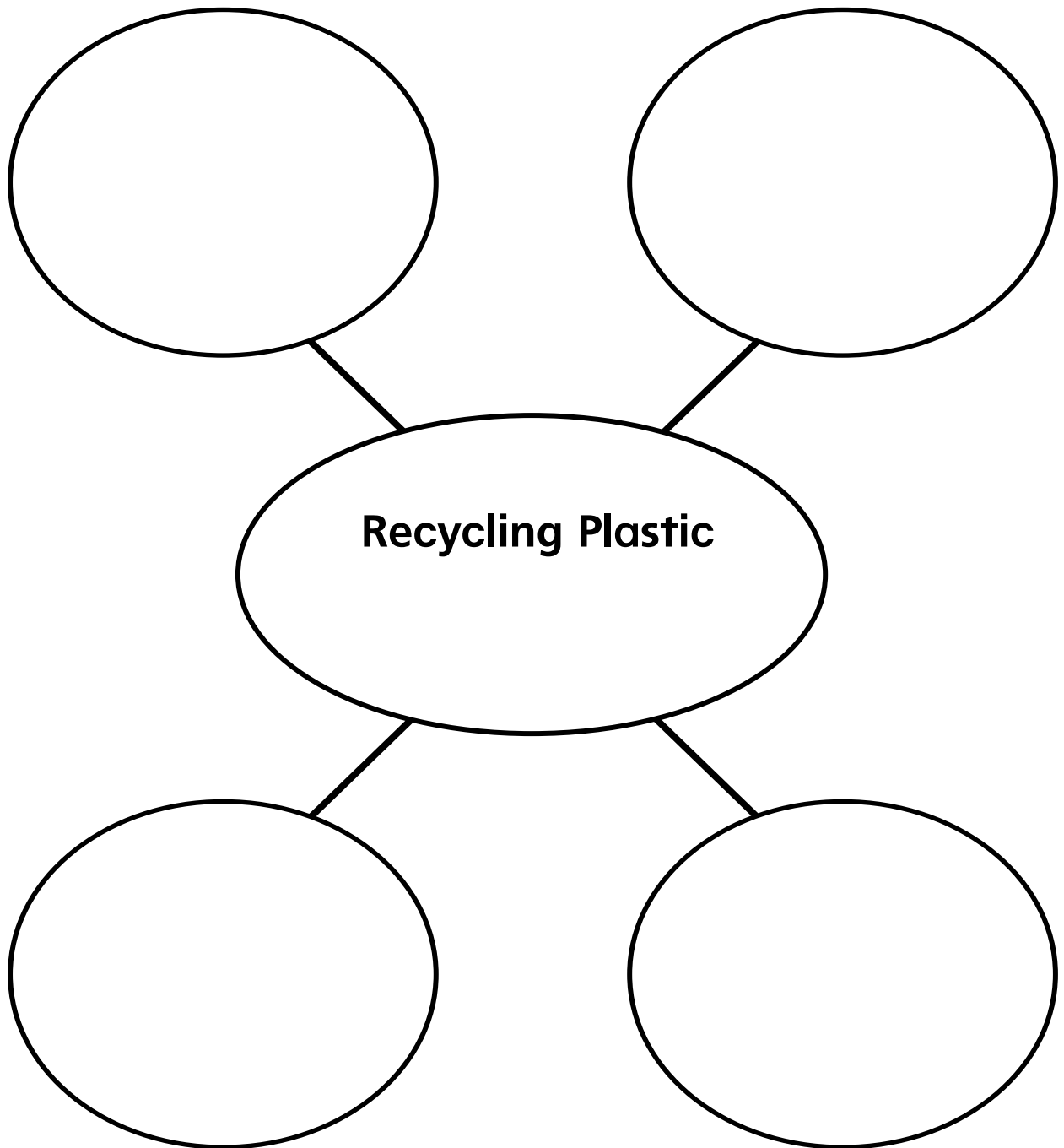
6. _____

7. _____

8. _____

Name _____

As you read *A Way to Help Planet Earth*, fill in the Description Web.



© Macmillan/McGraw-Hill

How does the information you wrote in this Description Web help you to better understand *A Way to Help Planet Earth*?



At Home: Have your child use the chart to retell the story.

Name _____

A **description** tells what a person, place, or thing is like. Sometimes descriptions use sense words that tell how things look, sound, smell, taste, and feel.

Read the description below. Write *T* if the sentence is true. Write *F* if the sentence is false.

A woodland forest has four seasons. In spring leaves begin to grow on trees. In summer woodland forests are warm. Leaves on trees are green. Animals can find a lot of food to eat. In fall the weather gets cool. The leaves on many trees change color and fall to the ground. In winter many trees have no leaves. It is cold, and food is harder to find. Some animals go into a deep sleep.

- _____ 1. A woodland forest has two seasons.
- _____ 2. A woodland forest gets cool in the fall.
- _____ 3. Woodland forest trees always have their leaves.
- _____ 4. Woodland forest trees have green leaves in the summer.
- _____ 5. Woodland forest animals go into a deep sleep in the summer.
- _____ 6. A woodland forest has a winter, spring, summer, and fall.
- _____ 7. In winter woodland forests are cold and many trees have no leaves.
- _____ 8. Woodland forest tree leaves begin to change color in spring.

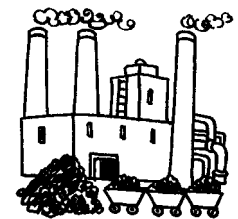


Name _____

Words that end in **-er** and **-est** are often used to make comparisons. You can also use context clues to help figure out what and how things are being compared.

Read the passage. Then circle the correct answer to each question.

When you turn on a light, where does the energy come from? Our light and heat come from many sources. Oil is the most common source in our country. Natural gas is second. Coal is a close third. We use almost as much coal as natural gas. Two smaller sources of energy are the wind and the sun. These small sources make a little bit of the power we use.



1. What is the **biggest** source of energy in our country?
a. coal **b.** oil **c.** natural gas
2. Underline the context clue or clues that helped you to figure out the answer to question 1.
3. Which is a **smaller** energy source than natural gas?
a. oil **b.** heat **c.** coal
4. Circle the context clue or clues that helped you to figure out the answer to question 3.



Name _____

You can use **text features** and **changes in print** to get information. A **caption** is a short label that tells about a picture. A **sidebar** can be a shorter story, a chart, a graph, or a picture that is placed next to the main article. **Bold type** is heavy, dark type. *Italic type* slants to the right. Authors use these features to call attention to important words.

Look at the article below. Follow the directions and circle the letter of the correct answer to complete the sentences.

How We Can Care for the Air

Air pollution can be caused by cars and factories.

We can help keep the air clean by walking and riding bikes. You can read more about how you can help in the book *What I Can Do to Help*.



riding bikes

1. Underline the title of this article.
2. There is a _____ in the sidebar.
 - a. graph
 - b. short story
 - c. a picture and a caption
3. The caption tells about _____.
 - a. air pollution
 - b. riding bikes
 - c. walking
4. Draw a circle around the words that are in bold type.
5. Put a box around the words that are in italic type.



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

13 The trash breaks down in the dirt pit. The **trouble** is that it
 25 takes a very long time. Some plastic **remains** there for 500 years.
 35 That is longer than the dodo bird has been **extinct**.
 44 Sometimes there are problems with landfills and trash. A
 55 landfill pit should be covered. It should also have pipes to
 58 pump out liquids.
 67 Many landfills are now full. Some trash must be
 75 **recycled**. This means that it must be sorted.

Comprehension Check

1. What is the trouble with plastic trash? **Problem and Solution**
2. What are some of the problems in a landfill? **Summary**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Rules for Breaking Words into Syllables

Words with two consonants between two vowels usually break between the consonants.	af-ter
Words with a consonant between a short vowel and another vowel usually break after the consonant.	riv-er
Words with a consonant between a long vowel and another vowel usually break before the consonant.	ho-tel
Compound words break between the two shorter words.	drive-way
Words with suffixes or prefixes break between the root word and the suffix or prefix.	use-less, re-read
Words with word endings -s , -’s , or -ed usually have no break except -ed after d or t .	Jen’s, rained, want-ed

Write how many syllables are in each word. Then circle the correct way to break each word into syllables.

1. bookbag ____

book-bag bookb-ag

2. Brook’s ____

Brook’s Brook-’s

3. would ____

wou-ld would

4. joyful ____

joyf-ul joy-ful

5. desert ____

des-ert dese-rt

6. cooked ____

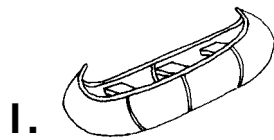
cooked coo-ked



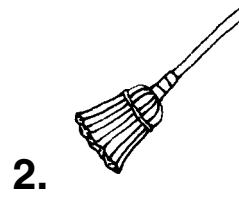
Name _____

The letters **oo**, **ui**, **ew**, **ue**, and **oe** can all make the vowel sound heard in the word **new**.

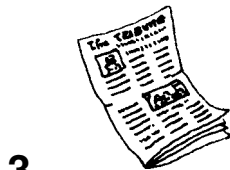
Circle the word that names each picture.



canoe shoes shoot



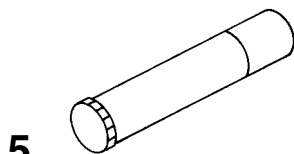
boom brew broom



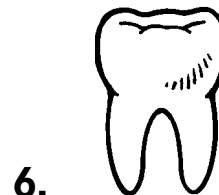
noon news noodle



spool soon suit



glue moose hut



spoon tooth school



Name _____

Choose a word from the box to complete each sentence.
Write the word on the line.

beware
prevent

destroy
uprooted

grasslands
violent

1. Cows and sheep graze on _____.
2. When you keep something from happening, you
_____ it.
3. To be on the look out for something dangerous means to
_____.
4. A bad storm can harm or _____ a house.
5. Plants pulled up by their roots are _____.
6. The terrible, _____ storm knocked down power
lines and flooded houses.

Name _____

As you read *Super Storms*, fill in the Predictions Chart.

What I Predict	What Happens

How does the information you wrote in this Predictions Chart help you to better understand *Super Storms*?



Name _____

When you **make a prediction**, you use clues in the text, the pictures from the story, and what you know to make a good guess about what will happen next.

Look at each picture. What do you think will happen next? Underline the sentence that tells your prediction.



- a. Max will want to go home for a snack.
- b. Max will dance in the rain.
- c. Max will swim in the puddle.



- a. The people will help clean up after the storm.
- b. The park workers will take a vacation.
- c. The people will begin building a new playground



- a. They will eat lunch in the park.
- b. They will fly kites in the wind.
- c. They will run after the napkins and hats.



Name _____

As I read, I will pay attention to the pronunciation of the vocabulary words and tempo.

11 It was getting windy. Alex left his sled in the yard
 14 and went inside.
 14 Alex turned on the TV. There was a show on
 24 about a lion. It lived on open **grasslands**. There was
 34 no snow there!
 37 A news flash came on. It warned people to
 46 **beware** another snowstorm. The reporter told how to
 54 **prevent** damage to homes.
 58 Soon the **violent** snowstorm came. Mom worried
 65 that it would **destroy** trees.
 70 "They may be uprooted!" she cried.
 76 The snowstorm left a blanket of perfect snow. 84

Comprehension Check

1. Why did Alex stop sledding and go inside to watch television?
Cause and Effect

2. What sort of weather was headed toward Alex's community?
Make and Confirm Predictions

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **compound word** is made up of two smaller words. You can often figure out the meaning of a compound word by thinking about the meanings of the smaller words.

sun + shine = sunshine sun + burn = sunburn



Read the clues. Write a compound word to answer each question.

1. It is raining. Stew put on a kind of coat. What kind of coat did

Stew put on? _____

2. Sue throws a ball to try to get it in the basket. What is Sue

playing? _____

3. Carlos washed his face with a cloth. What did Carlos use to

wash his face? _____

4. I found a smooth, pink shell by the sea. What did I find?

5. It is time to go to bed. What time is it? _____



Name _____

Variant Vowels:
oo, ui, ew, ue, oe

Listen for the sound that the letters **oo**, **ui**, **ew**, **ue** and **oe** stand for.

Read each story. Circle words with the letters *oo*, *ui*, *ew*, *ue* or *oe* that stand for the sound you hear in *cool*, *juice*, *few*, *clue*, and *shoe*.

1. The Moose troop scouts pulled their canoes onto the shore. They were pooped! They were wet and cold, too. The troop leader threw more wood on the fire and said, "Soon you'll be nice and warm."
2. Sue's shoes pinched her toes. Her sneakers were too small. Dad said, "I'll take you to Cool Shoes after school." Sue liked that shoe store. They gave blue balloons to all the kids.
3. Mr. Woo wore a new suit on the class trip. The class went to an apple orchard. The children climbed the trees. They also picked many baskets of fruit. Everyone had fun except for Mr. Woo. He tore his new suit on a tree branch.
4. Denise and her father went to the zoo. The zoo just opened a new birdhouse. Many of the birds flew to the top of the tallest tree. The hummingbirds stayed close to the blooming flowers. Denise saw a few birds zooming from one side of the birdhouse to the other. Denise took a few pictures so she could show her friends at school.



Name _____

Repetition is when one word or phrase appears two or more times in a poem.

Word choice is important in a poem. The words a poet chooses give the poem a certain feeling or mood.

Read this poem. Then answer the questions below.

Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
With his ears short and his tail long,
Oh where, oh where can he be?

1. What words are repeated in this poem? _____

2. What is the mood of this poem? _____

3. Which words or lines help create that mood? _____

4. Draw a picture that helps show the mood of the poem.



Name _____

The letters **au** and **aw** often stand for the same sound. You can hear the sound of **au** and **aw** in **caught** and **claw**.

Use a word from the box to complete each sentence.

paw sauce fawn sausage hawk because

1. I put on a sweater _____
I was cold.



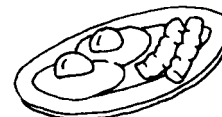
2. The _____
went to look for its mother.



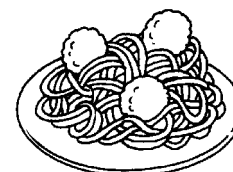
3. My dog will let me shake
his _____.



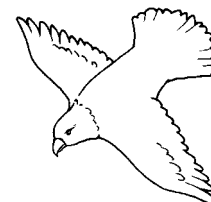
4. My dad eats _____
with his eggs.



5. I like a lot of _____ on my
spaghetti.



6. The _____ flew above our
heads.



Name _____

Write each word from the box next to its definition below.

glanced
noble

beloved
gleamed

promised
wiggled

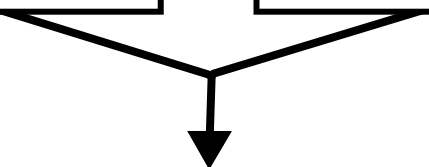
1. _____: glowed or shone
2. _____: cherished, loved very much
3. _____: squirmed, moved from side to side in short, sudden movements
4. _____: said that something will or will not happen
5. _____: impressive looking
6. _____: took a quick look
7. Write the vocabulary word that is not like the others.

8. What do five of the vocabulary words have in common?

Name _____

As you read *Nutik, the Wolf Pup*, fill in the Inference Chart.

What I Read	What I Know



My Inferences

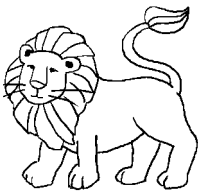
How does the information you wrote in this Inference Chart help you to better understand *Nutik, the Wolf Pup*?



Name _____

Sometimes the answers to your questions are not in a story. Then you can **make inferences**. When you make inferences, you make decisions about a story based on clues in the story and what you already know.

Read the description of each place. Then make an inference. Decide which animal from the box belongs in each place. Write the animal name on the line.



lion



penguin



otter



robin

1. This place is very cold. The land is covered in ice. Nothing grows. The water is full of life including fish, seals, and whales.

2. This place has freshwater rivers and lakes. There are fish, crabs, and frogs to eat. Old beaver lodges and sunken logs can be used as underwater dens. _____
3. This place is a hot, dry area with grassy plains. There are zebras, giraffes, and antelopes to hunt. _____
4. This is a field of apple trees surrounded by bushes. The nights can be cool, but the days are warm. There are many insects to eat.



Name _____

As I read, I will pay attention to tone and expression.

9 A rainforest is a warm, wet, jungle. Tall trees
19 grow close together. It is almost always raining in a
rainforest.
20 Rainforests are full of plants. They are full of
29 animals, too.
31 Many plants grow on the ground. Their dead
39 leaves cover the ground. Many insects eat the leaves.
48 The giant anteater lives on the ground, too. It has
58 a long nose and no teeth. Its mouth sucks up ants. 69

Comprehension Check

1. Do plants have difficulty growing in the rainforest? **Make Inferences**
2. Does it get very dry sometimes in the rainforest? **Make and Confirm Predictions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A verb is an action word. To show that an action takes place in the past, **-ed** is added to the verb.

The cat **lived** in the barn.

live + ed = lived (to have a home, past tense)

Make the underlined verb in each sentence tell about the past. Write the new word on the line.

1. The squirrel store its nuts for the winter. _____

2. The ice melt in the sun. _____

3. The owl hoot by my window. _____

4. The baby elephant spray himself with water.

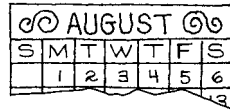
5. The sleepy bear cub open its eyes. _____

6. The grasshopper jump from leaf to leaf. _____



Name _____

The letters **au** and **aw** often make the same sound. You can hear the sound of **au** and **aw** in **August** and **paw**.



Fill in the bubble next to the word that best completes each sentence. Then write the word on the line.

1. _____ is a hot month.
☐ August ☐ December ☐ January
2. Mom _____ the video to answer the phone.
☐ paws ☐ paused ☐ straws
3. I like to _____ with markers.
☐ float ☐ draw ☐ top
4. The ant _____ on the leaf.
☐ lawn ☐ crawls ☐ bread
5. I _____ when I am tired.
☐ yawn ☐ jump ☐ run
6. We have to _____ the trash to the dump.
☐ pause ☐ haul ☐ stall



Name _____

A. Suppose you have a research assignment. You have to write a one-page paper on one animal. Think about this assignment as you answer each question below.

1. Circle the topic that best fits the assignment.

desert animals penguins water animals

2. Which reference material would be the best one to use?

telephone book encyclopedia newspaper

B. The encyclopedia article on your animal has sections with the following heads:

Appearance Habitat Diet Hatching and Care of Chicks

3. Which section may have a picture of your animal?

Appearance

Habitat

Diet

Hatching and Care of Chicks

4. Where would you look to see how many eggs your animal lays?

Appearance

Habitat

Diet

Hatching and Care of Chicks

5. Where would you look to find out what your animal eats?

Appearance

Habitat

Diet

Hatching and Care of Chicks

6. Which section may include a map that shows where your animal lives?

Appearance

Habitat

Diet

Hatching and Care of Chicks



Name _____

A. Draw a line from each word to what it names in the picture below.

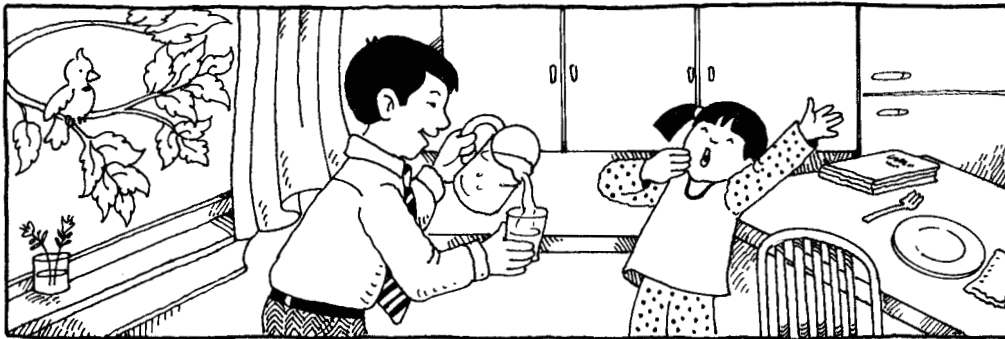
juice

bird

book

fork

yawning



B. Circle the word that completes each sentence.

1. The worm _____ on the fishing hook.
a. fished b. wiggled c. swam
2. Water turns to ice when it _____.
a. warms b. bubbles c. freezes
3. Mom _____ that we could go to the movies.
a. promised b. scolded c. smiled
4. The sign said "_____ falling rocks."
a. Beware of b. Listen to the c. Stand under the
5. We put on our rain boots and splashed in the _____.
a. pool b. puddles c. snow

Name _____

A. Draw a line to the correct meaning of each word.

- | | |
|------------|---|
| 1. extinct | a. animals that have four feet |
| 2. handy | b. things that are left |
| 3. beasts | c. having a larger area from side to side |
| 4. prevent | d. when a thing dies out and no more of its kind are living |
| 5. remains | e. within reach |
| 6. wider | f. to keep something from happening |

B. Use the words in the box to complete the crossword puzzle.

trouble

destroy

imagine

glanced

Across

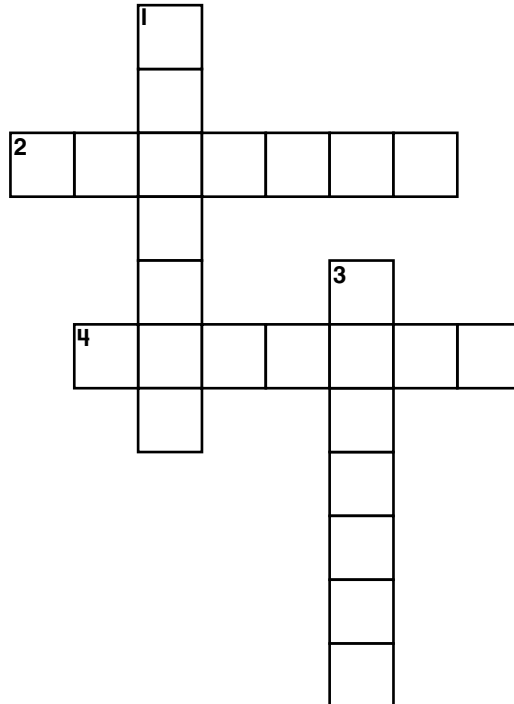
2. to picture a person or thing in the mind

4. to ruin completely

Down

1. took a quick look

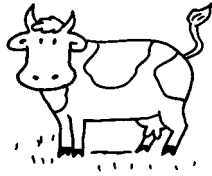
3. difficult or dangerous condition



Name _____

Diphthong: *ou, ow*

The **/ou/** sound can be spelled with the letters **ow** or **ou**.



cow



mouth

Name each picture. Write **ou** or **ow** to complete each word.

1.



cl _____ d

2.



fl _____ er

3.



cl _____ n

4.



m _____ ntain

5.



h _____ se

6.



m _____ se



Name _____

**Choose a word from the box to match each meaning.
Then write the word in the puzzle boxes.**

ranger's lengthy beyond burrow warning distant

1. a hole dug in the ground
by an animal

1.					2.

2. a notice about a danger

3. farther on

	3.					
4.						

4. long

5. belonging to a ranger

				5.		
6.						

6. far away in space or time

Name _____

As you read *Dig, Wait, Listen: A Desert Toad's Tale*, fill in the Author's Purpose Chart.

<p>Clue</p>	<p>Clue</p>
↓	↓
<p>Author's Purpose</p>	

How does the information you wrote in this Author's Purpose Chart help you summarize *Dig, Wait, Listen: A Desert Toad's Tale*?



Name _____

One way to summarize a selection is to think about the **author's purpose**. The author's purpose is the writer's reason for writing.

Read each passage. Then draw a line under the answer that tells the author's purpose.

1. Rattlesnakes are poisonous snakes. They eat rodents, lizards, and other small animals.
 - a. The author wants to make the reader laugh.
 - b. The author wants to teach about rattlesnakes and what they eat.
2. Some deserts are very hot during the day. Many animals hide below ground or under rocks to keep cool. At night they come out for food.
 - a. The author wants to teach the reader about how animals can keep cool in the desert.
 - b. The author wants to talk the reader into going to the desert.
3. Carl loves to play outside. He plays basketball and football. He also plays on the slide and rides on the swings.
 - a. The author wants the reader to play basketball and football.
 - b. The author wants the reader to know that Carl loves outdoor activities.



Name _____

As I read I will pay attention to the pronunciation of vocabulary words.

Big cats live in this desert. They are predators. They hunt
 11 other animals for food.
 15 The biggest desert cat is the cougar (KOO-gar). It eats meat.
 26 Ocelots (AH-suh-lots) eat meat, too. They hunt at night, when
 36 it is cooler.
 39 Bighorn sheep live in the desert. They eat grass. Prairie dogs
 50 live in the desert. Each family of prairie dogs lives in a burrow
 63 underground. It is cooler underground than outside in the
 72 sunshine.
 73 The roadrunner uses its long legs to run fast. It eats insects,
 85 lizards, and snakes. 88

Comprehension Check

1. What is the general subject the author is writing about?

Author's Purpose

2. How are ocelots similar to cougars? How are the two different?

Ask Questions: Compare and Contrast

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____






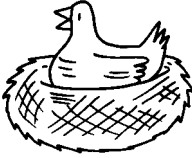
A word that shows who or what owns something is a **possessive** noun. Many possessive nouns are formed by adding an apostrophe (') and an **s**.

Example: the horse that belongs to Dad

Dad's horse

Look at each picture. Use a word from the box to complete each sentence.

rabbit's mom's bird's toad's farmer's dog's

1.  I like _____ hat
2.  That is the _____ pig.
3.  Where is the _____ bone?
4.  Here is the _____ hole.
5.  The _____ belly is pale.
6.  This is the _____ nest.



Name _____

Synonyms are two words that have the same or nearly the same meaning.

Antonyms are words that have the opposite or nearly the opposite meaning.

Example: tall **synonym:** high **antonym:** short

Choose an antonym or synonym from the box for each underlined word. Write it on the line. Then write if it is an antonym or a synonym.

out town pout down south howl

1. The rabbit will come up from its burrow. _____
2. The coyotes bark at the moon. _____
3. Please come in from the rain. _____
4. The mountains are north of the desert. _____
5. This city is in the desert. _____
6. The woodpecker made my baby brother frown.



Name _____

A **chart** gives information in a clear way. Information is often organized under headings. It is often easier to read facts in a chart than in a paragraph.

Below is a chart that gives information about desert animals. Use the chart to answer the questions.

Desert Animals		
Animal	Characteristics	Eats
bobcat	powerful jaw, spotted coat, sharp teeth	small mammals, fish, birds
roadrunner	long, pointed tail; short wings; long legs	fruit, lizards, spiders
kangaroo rat	big hind legs	seeds

1. How many headings does the chart have? _____
2. Which heading do you look under if you want to find out what the animal looks like? _____
3. What does a kangaroo rat eat? _____
4. What animal has a long, pointed tail and short wings?



Name _____

Diphthong: *oi, oy*

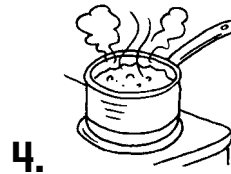
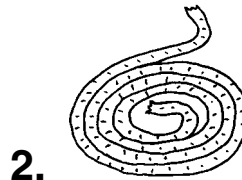
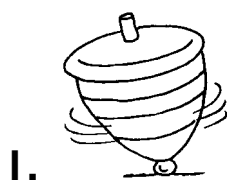
The letters **oi** and **oy** can stand for the same vowel sound.

Listen for the vowel sound as you say these words.

joy noise

Write a word from the box to name each picture.

coin boy oil point coil boil toy soil



Name _____

A. Choose the correct word from the box to complete each sentence. Write it on the line.

jabbing agreed randomly signal gathered

1. I _____ to try out for the play.
2. The teacher _____ called on children to read the parts.
3. The teacher gave me a _____ to go onto the stage.
4. The play was about a family of ducks that _____ near a lake.
5. The ducks worked at _____ pieces of bread to eat them.



Name _____

As you read *Pushing Up the Sky*, fill in the Problem and Solution Chart.

Problem
Steps to Solution
Solution

How does the information you wrote in this Problem and Solution Chart help you to better understand *Pushing Up the Sky*?



Name _____

Many stories have one or more characters who have a problem they need to solve. The **problem** is something they want to change, fix, or figure out. Characters work to find a **solution**, or a way to solve the problem.

Draw a line from each problem to its solution.

Problem

Solution

1.



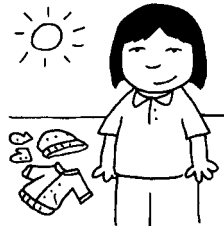
a.



2.



b.



3.



c.



4.



d.



Name _____

As I read, I will pay attention to intonation and expression.

11 **Narrator:** Long, long ago, the Sky was black and white. It
 22 was white during the day and black at night. The Sky
 26 looked down at Earth.
 38 **Sky:** I see some beautiful colors! I would like to have some
 40 color, too.
 49 **Narrator:** The Sky saw some animals in the forest.
 61 **Sky:** Can you help me? I would like some color up here.
 72 **Red Squirrel:** Yes, yes. You can have some of my red.
 79 **Yellow Lizard:** Have some of my yellow.
Orange Frog: Have some of my orange. 86

Comprehension Check

1. How is the Sky obtaining beautiful colors for itself? **Problem and Solution**
2. Which colors did the Sky get from the forest animals? **Description**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can add **inflected endings** to a base word to make new words. The endings can change the meaning of the base word.

base word + ending = new word

jump + ed = jumped

dance + ing = dancing

sharp + ly = sharply

Use one of the endings to make a new word that makes sense in the sentence. Write the ending on the line.

1. The teacher will be start _____ class soon.

ing ed ly

2. The teacher want _____ us to help with the play.

ing ed ly

3. The play is slow _____ coming together.

ing ed ly

4. We look _____ over our work before we turned it in.

ing ed ly

5. The teacher quick _____ collected our work.

ing ed ly



Name _____

A. Circle the words in each row that have the same vowel sound.

1. join job oil joy

2. boy royal bog boil

Homophones are words that sound alike but have different spellings and different meanings.

I like to run. She has something in her **eye**.

B. Choose the correct word to complete each sentence. Write it on the line.

3. I wanted _____ try out for a play.
to too

4. I wondered who would _____ on the stage.
bee be

5. _____ other children were there.
Ate Eight

6. I _____ my lines well.
read red



Name _____

An **interview** is a group of questions asked by one person and answered by another.

Read this interview from a school newspaper.

Question: Ms. Ramon, how long have you been the drama club teacher here at Red Road School?



Answer: This is my third year.

Question: When do you put on your plays?

Answer: We put on a play in the spring.

Question: Why did you become the drama club teacher?

Answer: When I was in school, I was in all the plays. My drama club teacher made everything fun. I really wanted to be like her. That is why I became the drama club teacher. I really enjoy teaching.

1. Draw a circle around each question above.
2. Draw a line under each answer.
3. What is one fact you learned from this interview?

4. What is one sentence from the interview that tells how Ms. Ramon feels?



Name _____

Schwa: *a*

Sometimes the letter **a** stands for the sound /ə/ (**uh**). This is called the **schwa** sound. Listen to the sound the **a** makes in these words:

ago

comma

A. Circle the word that has the same sound as the underlined letter in each word.

1. ago

again

able

2. above

over

awake

3. alone

eating

about

4. pizza

comma

busy

5. agree

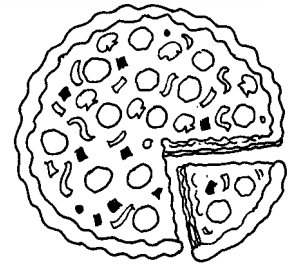
alike

aim

6. papa

pasta

pipe



B. Choose two words you circled. Use each one in a sentence. Write the sentences on the lines.

7. _____

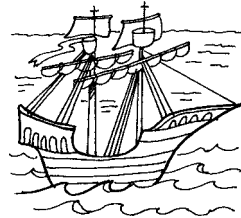
8. _____



Name _____

A. Read each sentence. Fill in the circle next to the meaning of the underlined word.**1.** The world's oceans are home to many fish and whales.

- ☐ a. small ponds
- ☐ b. large bodies of fresh water
- ☐ c. large bodies of salt water

**2.** Our classroom has areas for art, reading, and math.

- ☐ a. books
- ☐ b. spaces or sections
- ☐ c. tall trees

3. That ship took a voyage across the wide sea.

- ☐ a. red bus
- ☐ b. long trip by water, over land, or through space
- ☐ c. short trip through space

4. We live on a planet called Earth.

- ☐ a. busy city with many people and buildings
- ☐ b. huge object that travels around the Sun
- ☐ c. tall mountain that is covered with trees

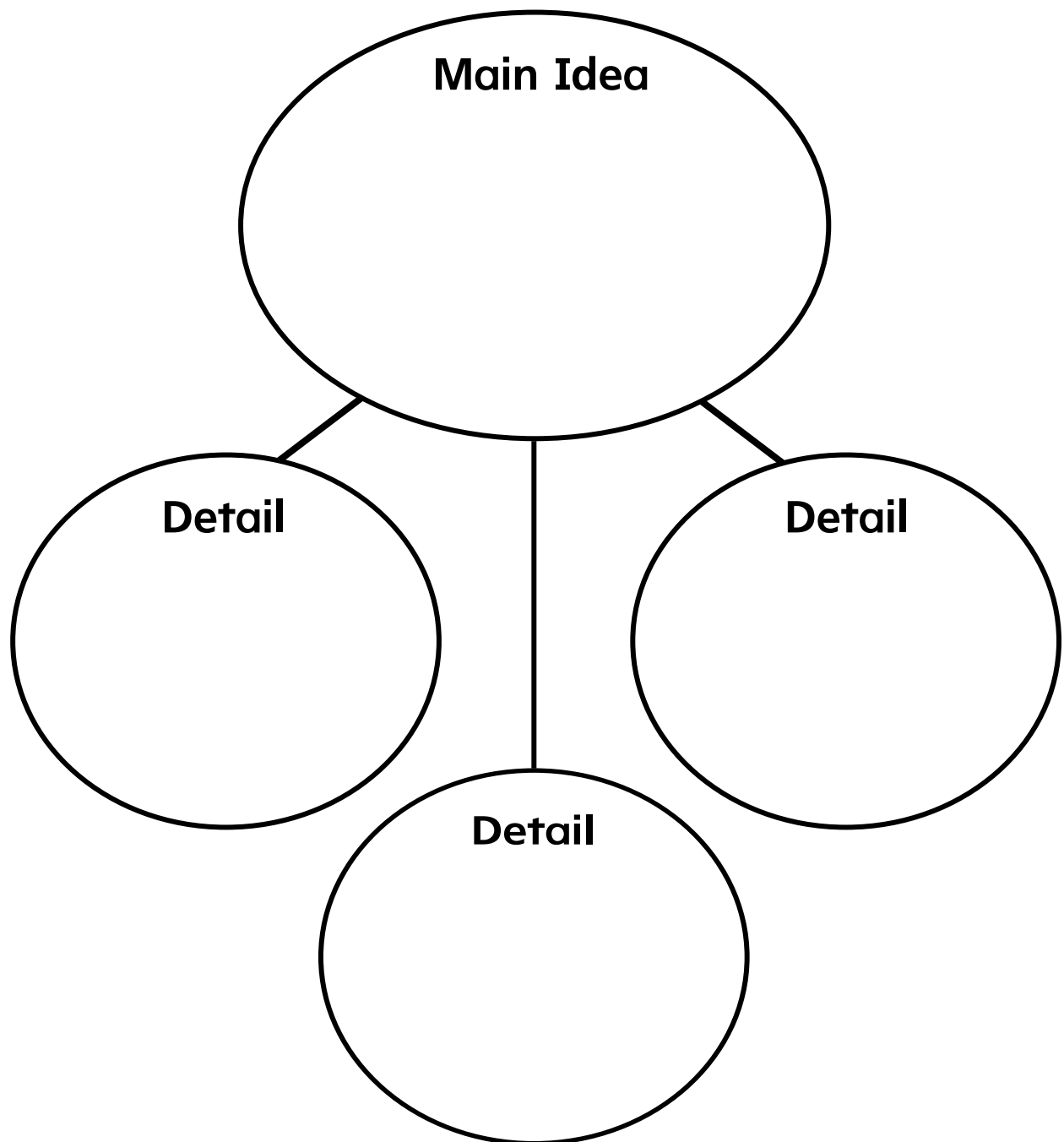
5. The ocean looked vast next to the little puddle.

- ☐ a. very great in size or amount
- ☐ b. very small in size
- ☐ c. very old in age

B. Write a sentence using two of the underlined words.**6.** _____

Name _____

As you read *Columbus Explores New Lands*, fill in the Main Idea and Details Web.



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How does the information you wrote in this Main Idea and Details Web help you summarize *Columbus Explores New Lands*?



At Home: Have your child use the chart to retell the story.

Name _____

The **main idea** is what a piece of writing is about.

Details are bits of information that tell about the main idea.

Read each paragraph. Read the questions and circle the answers.

Marco Polo was one of the first Europeans to see Asia. His trip took 24 years. When he came back, he told many stories about his adventures. He saw many things in Asia that people in Europe had never seen or heard of. People were amazed. Many people did not believe him. They called him the “man of a million lies.”

Main idea: Marco Polo’s stories were so amazing that people did not believe them.

1. Which two details tell about the main idea?

- a. His trip took 24 years.
- b. He was called the “man of a million lies.”
- c. People in Europe had never seen or heard of some things in Asia.

Jacques Cousteau taught the world about life in the sea. He was from France. He went on many dives to learn about sea plants and animals. He made many books and movies about the sea.

Main idea: Jacques Cousteau was a great sea explorer.

2. Which two details tell about the main idea?

- a. He taught the world about sea life.
- b. He was from France.
- c. He went on dives to learn about the sea.



Name _____

You can use context clues to help you figure out what words mean. Then you can **classify** or sort words into **categories**.

A. Read the paragraph. Then write the letter for the best choice to complete each sentence.

You are an astronaut. Your spaceship is about to leave for the moon. You sit in the cockpit during take-off. Your spaceship has special boosters. They lift you into space. You use a transmitter to send pictures back to Earth. At night you sleep in a habitat module.

- | | |
|--|--|
| 1. A cockpit is ____ | 2. Boosters are ____ |
| a. the front part of a spaceship where the astronaut sits. | a. boots that make people look taller. |
| b. the lining inside a winter coat. | b. rockets that give extra power to a spaceship. |
| 3. A transmitter is a ____ | 4. A habitat module is ____ |
| a. collection of dried foods to eat in space. | a. a part of a spaceship where people live. |
| b. tool that sends information. | b. a town with wide streets. |

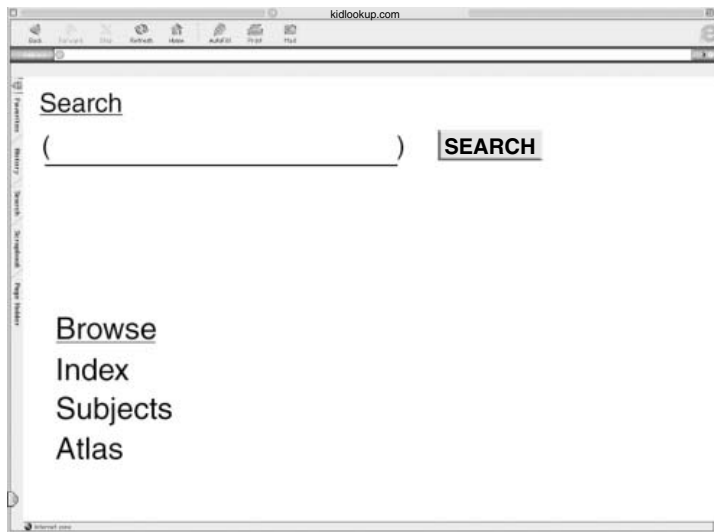
B. Write a sentence to answer the question.

5. How are the meanings of all the underlined words alike?



Name _____

You can use the **Internet** to do research. A **search engine** is a program on the Internet that helps you find information on the World Wide Web. A **URL** is the address of a Web site. A **home page** is the main page of a Web site.



Read each question. Write the key words or phrases that you would type into a search engine to find the answer.

1. What were the names of the three ships Columbus brought to America? _____
2. What explorers came to America after Columbus came in 1492?

3. Which Native American groups were in the West Indies when Columbus landed? _____



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

11 People like to look for shipwrecks. They want to find **treasures**
 16 and objects from the past.
 27 Sometimes shipwrecks are easy to find. The ship can be seen
 35 from the water's surface, like the shipwreck below.
 46 But sometimes the ship sinks in very deep water. Then people
 60 have to spend a lot of time looking for it. They have to search
 64 **vast areas** of water.
 75 First, searchers find out where the ships sank. Then, divers go
 83 into the ocean to get a closer look.
 92 Submarines also help with the search. Searchers use cameras,
 101 videos, radios, and computers to record what they see. 101

Comprehension Check

1. What are some of the things people use to find shipwrecks?

Main Idea and Details

2. Do you think it was easier or harder to find shipwrecks in the past?

Make Inferences

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



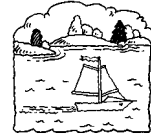
Name _____

A. Write the word that answers each question. Then circle the letter that makes the schwa sound in each word you wrote.

1. Is she a **mama** or a **papa**? _____



2. Does the boat go **across** or **above**? _____



3. Is she **ahead** or **alone**? _____



4. Are they **alike** or **asleep**? _____



Many words have parts that come from other languages. Use the root word to help you figure out the meanings of these words.

Root: **cap** from Latin

Meaning: head

B. Draw a line to match each word to its definition.

cap

a. a city where government leaders meet to make laws

captain

b. a soft hat

capital

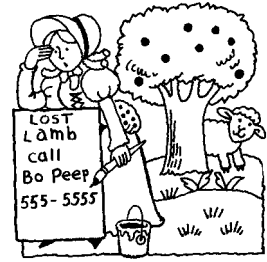
c. the head or leader of a group



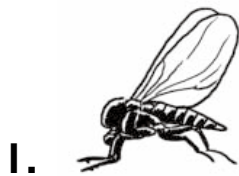
Name _____

Consonants:
gn, kn, wr, mb

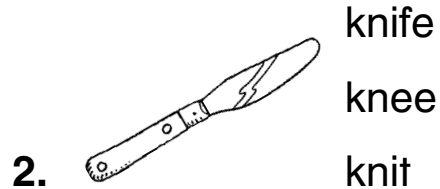
Sometimes a letter or letters stand for no sound at all. These are silent letters. In some words, the letter **k**, **g**, **w**, or **b** is silent. I **w**rote a sign about my lost lamb.



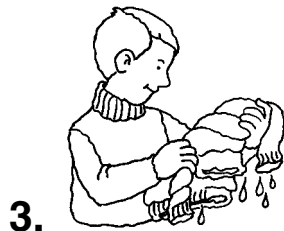
A. Circle the word that names each picture. Write the word on the line. Draw a box around the silent letter.



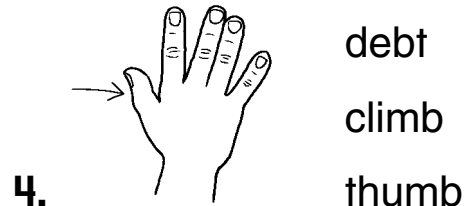
gnaw
gnat
gnu



knife
knee
knit



wring
write
wrong



debt
climb
thumb

B. Use two words from above in sentences. Write them on the lines.

5. _____

6. _____



Name _____

A. Write a word from the box to complete each sentence.

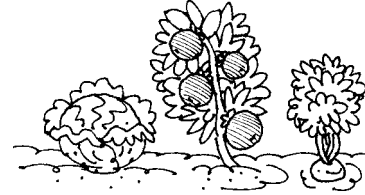
scent muscles blooming aroma trade prickly

1. These two words have about the same meaning. They are

_____ and _____.

2. When plants are flowering they are

_____.



3. To move your bones, you need _____.

4. The exchange of one thing for another is a _____.

5. Something that has small, sharp points or thorns is

_____.

B. Use one word from the box in a sentence. Write the sentence on the lines below.

6. _____

Name _____

As you read *The Ugly Vegetables*, fill in the Sequence Chart.

<p>First</p>
<p>↓</p>
<p>Next</p>
<p>↓</p>
<p>Last</p>

How does the information you wrote in this Sequence Chart help you summarize *The Ugly Vegetables*?



Name _____

The **sequence** in an article or story is the order in which things happen.

Read the story. Then number the pictures from 1 to 5 to show the order in which things happen.

Mom likes anything red. For her birthday we gave her a red surprise. First we went to the plant store. We found a pretty plant with small red flowers on it. Next we helped Dad bake a cake. Then we picked strawberries from the garden. After the cake cooled, we covered the top with ripe red strawberries. Mom was so surprised she turned bright red!



We helped Dad
bake the cake.



Mom was so
surprised!



We picked
strawberries.



We got a plant
with red flowers.



We covered the
cake with strawberries.



Name _____

Fluency

As I read, I will pay attention to the punctuation in each sentence.

11 Pumpkins grow from seeds. There are hundreds of seeds in a
23 pumpkin. You can roast the seeds and eat them. They are a
26 crunchy, healthy snack.
38 Pumpkins are big. They need a lot of space between plants to
48 grow. They need a lot of water and sunlight, too.
58 First, the seeds are planted. Then, the seedling grows. The
67 first leaves grow two to three weeks after planting.
76 Next, the seedling's slightly **prickly** stem grows deeper into
88 the ground. Then the plant grows bigger leaves. A few weeks later,
95 the plant is **blooming**. Flowers pop open.
106 The pumpkin is ready to pick four months after seeds were
107 planted. 107

Comprehension Check

1. What happens to a growing pumpkin plant before it begins to bloom flowers? **Sequence**

2. Why do pumpkins need space between plants to grow?

Problem and Solution

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Words that sound the same but have different meanings and spellings are **homophones**.

scents



These flowers have different **scents**.

cents



Those flowers cost
fifty **cents**.

Circle the word that completes each sentence. Use context clues to help you. Then write the word on the line.

1. Runners have strong leg _____.
muscles mussels
2. She is so smart, she _____ all the answers.
nose knows
3. The _____ in shining armor saved them.
night knight
4. They _____ each other from summer camp.
knew new
5. The boys took so long to get ready that we were an
_____ late.
our hour



Name _____

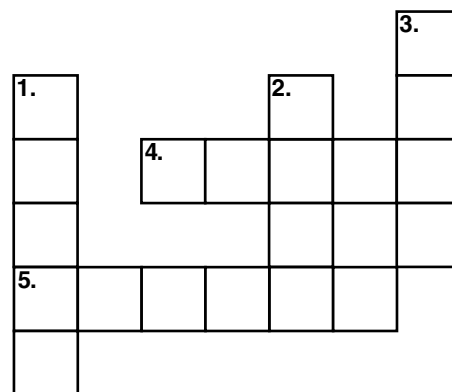
Sometimes when two letters are together in a word, one letter is silent. The letters **kn** and **gn** make the sound /n/. The **k** and the **g** are silent. The letters **wr** make the sound /r/. The **w** is silent. The letters **mb** make the sound /m/. The **b** is silent.

**Choose a word from the box to complete each sentence.
Say the word. Then write the word in the puzzle.**

sign comb knack crumbs wrong

Across

4. Do you know the difference between right and _____?
5. The _____ from the toast were left on the plate.



Down

1. Lee has a _____ for getting plants to grow well.
2. I _____ my hair so that it looks nice.
3. The _____ in the store window said "Open."



Name _____

Written directions are steps that tell how to make or do something.

Read the directions. Then answer the questions below.

Fruit Kabobs

You will need a banana, strawberries, and toothpicks. You will also need a knife.

Step 1: Wash the berries.

Step 2: Have an adult help you cut off the tops of the berries.

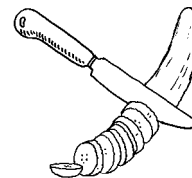
Step 3: Peel the banana. Slice it into rounds.

Step 4: Put a banana slice and a strawberry on each toothpick.

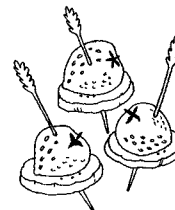
1. What fruits do you need? _____

2. What do you do first with the strawberries? _____

3. Which step does this picture go with? _____



4. Which step does this picture go with? _____



Name _____

The **c** in **cent** stands for the /*s*/ sound. This is **soft c**.

The **c** in **crack** stands for the /*k*/ sound. This is **hard c**.

The **g** in **gem** stands for the /*j*/ sound. This is **soft g**.

The **g** in **goose** stands for the /*g*/ sound. This is **hard g**.

**Read each word in the box. Listen for soft or hard *c* or *g*.
Write the word in the correct box below.**

go	cent	gentle	cellar	gem	come
cut	germ	city	gain	camp	good

<p>Soft c</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Hard c</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p>
<p>Soft g</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>Hard g</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p>



Name _____

A. Choose a word from the box to complete each sentence. Write the word on the line.

spacecraft footprint surface discovered visible lunar

1. Cody _____ the missing sock under his bed.
2. The _____ of the moon is dusty.
3. The astronauts got on board the _____.
4. A _____ rock is a rock from the moon.
5. My little brother left a muddy _____ on the carpet.
6. The moon is more _____ if you look through a telescope.

B. Write two sentences using a word from the box.

7. _____

8. _____

Name _____

As you read *The Moon*, fill in the Classify and Categorize Chart.

Observing	Visiting

How does the information you wrote in this Classify and Categorize Chart help you summarize *The Moon*?



Name _____

To **classify and categorize** means to sort things or ideas into groups. The items in each group are alike in some way.

A. Read each sentence. Write the letter *M* if it tells about the moon.

1. ____ Many plants and animals live in the rain forest.
2. ____ The first person to walk on the moon was Neil Armstrong.
3. ____ Gila monsters are desert animals.
4. ____ Armstrong found out that the lunar surface is dusty.
5. ____ Ponds are full of life.
6. ____ He visited the moon in 1969.

B. Use the sentences from above to write a paragraph about the moon.



Name _____

As I read, I will pay attention to my reading speed and the pronunciation of vocabulary words and proper nouns.

12 A lot of fun facts can be **discovered**! You can find giant
23 models of planets and other space objects. You can compare the
23 size of a star to a planet. The displays can also show you how to
38 be an **astronaut**. They may even show photos taken on the moon.
50 One of the most famous moon photos shows astronaut
59 Neil Armstrong's footprint. The footprint is still visible today
68 because no water or air are on the moon. We could not live on
82 Earth without air and water! 87

Comprehension Check

1. What are two different space objects that the story compares?

Classify and Categorize

2. Why do you think the author wrote about planetariums?

Author's Purpose

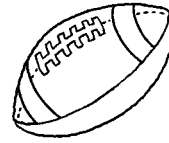
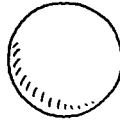
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **compound word** is made of two smaller words.

Sometimes the small words give clues to the meaning of the compound word.



foot + ball = football

Read each compound word. Draw pictures that show how the word parts are related to the whole word.

1. spaceship



+



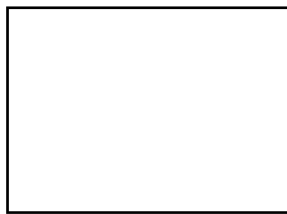
=



2. campfire



+



=



3. starfish



+



=



Name _____

Soft *c* stands for the /*s*/ sound. **Hard *c*** stands for the /*k*/ sound.

Soft *g* stands for the /*j*/ sound. **Hard *g*** stands for the /*g*/ sound.

Choose a word from the box to complete each sentence. Write it on the line. Then write “H” next to the sentence if the word you wrote has the hard *g* or *c* sound. Write “S” if the word has the soft *g* or *c* sound

go call giant circle gentle car good cent

1. We will _____ to the store now. ____
2. A wheel is in the shape of a ____.
3. The mother cat is _____ with her kittens. ____
4. We will _____ her on the phone. ____
5. I do not think this candy tastes ____.
6. The _____ chased Jack down the beanstalk. ____
7. We drove the _____ to the store. ____
8. You cannot buy much with one ____.





Name _____

Personification is a way of speaking about a thing as if it were a person and could do things that people do.

The rising sun greeted us.

A. Write *yes* if the sentence uses personification.

Write *no* if it does not.

1. The dog howled at night. _____
2. The rays of the sun kissed the ground. _____
3. The wind moaned. _____
4. The frog croaked. _____

Imagery is the way a poet uses words to make a picture in the reader's mind.

The silvery leaves rustled in the breeze.

B. Read each sentence. Write *yes* if the sentence uses imagery. Write *no* if it does not.

5. The gentle waves lapped the golden sand. _____
6. The ocean was blue. _____
7. The brook trickled down the rocky mountain. _____
8. The cat went into the other room. _____



Name _____

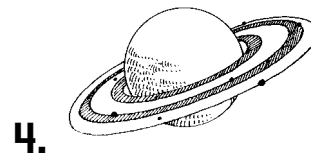
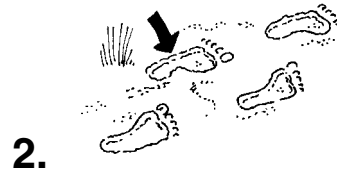
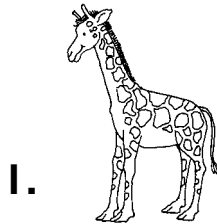
A. Use the words in the box to label the pictures.

footprint

giraffe

planet

house



B. Circle the synonym for each word.

1. discovered

a. traveled

b. found

2. oceans

a. lakes

b. seas

3. aroma

a. smell

b. look

4. prickly

a. smooth

b. thorny

5. lengthy

a. long

b. short

6. jabbing

a. poking

b. hugging

Name _____

A. Circle the word or words that complete each sentence.

1. Now all the flowers in my garden are _____.
a. in pots b. green c. blooming
2. We saw the sign _____ people of the danger ahead.
a. written by b. listing c. warning
3. The _____ desert was too huge to cross on foot.
a. vast b. small c. busy
4. Cathy _____ Amy because they are in the same class.
a. knows b. lives next door to c. is older than
5. They saw the problem the same way and _____ to fix it.
a. cried b. agreed c. hurt
6. When I am _____, I write in my private diary.
a. alone b. eating dinner c. with friends

B. Use the words in the box to complete the puzzle.

beyond

soil

signal

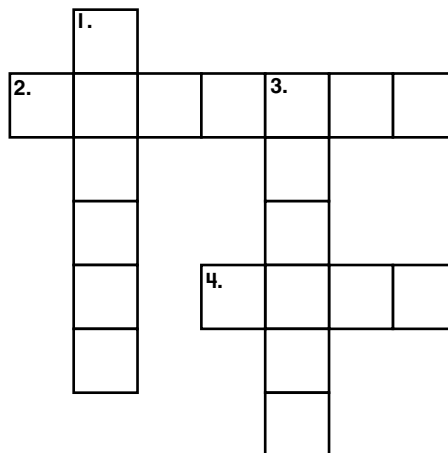
visible

Across

2. able to be seen
4. what a plant grows in

Down

1. a sign
3. on the far side of

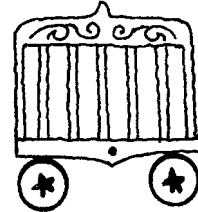


Name _____

The letters **ge** or **dge** stand for the sound /j/.

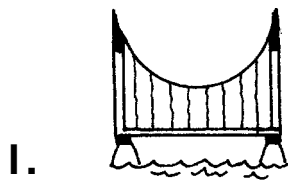


badge

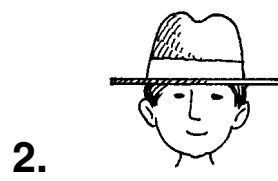


cage

Name each picture. Write **dge** or **ge** to complete each word.



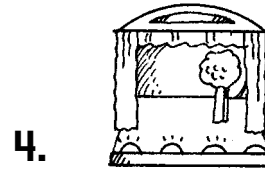
bri _____



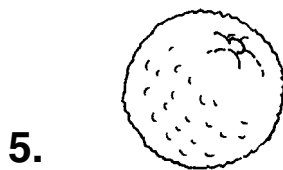
ran _____ r



banda _____



sta _____



oran _____



pa _____



Name _____

Read each sentence. Fill in the circle next to the meaning of the underlined word.

forgetting assembled fetch simmered devoured menu

1. Mom kept forgetting my friend's name.
☐ a. not remembering
☐ b. eating
2. Kari devoured the whole pizza.
☐ a. baked
☐ b. ate greedily
3. My dog can fetch a ball.
☐ a. to go after and bring back
☐ b. to bounce
4. Molly looked at the menu to see what she wanted to eat.
☐ a. book
☐ b. list of what foods will be served
5. The soup simmered in the large pot on the stove.
☐ a. cooked just below boiling point.
☐ b. burned
6. Dad assembled my bike with his tools.
☐ a. played
☐ b. put together

Name _____

As you read *Mice and Beans*, fill in the Reality and Fantasy Chart.

REALITY	FANTASY
What Could Happen?	What Could Not Happen?

© Macmillan/McGraw-Hill

How does the information you wrote in this Reality and Fantasy Chart help you to better understand *Mice and Beans*?



At Home: Have your child use the chart to retell the story.

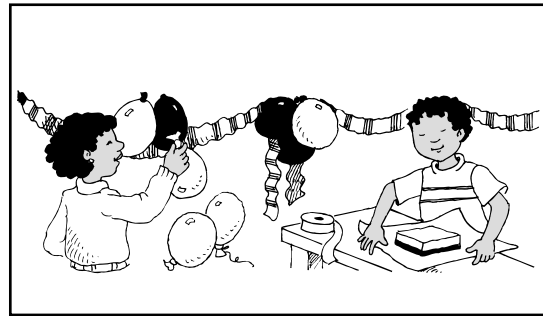
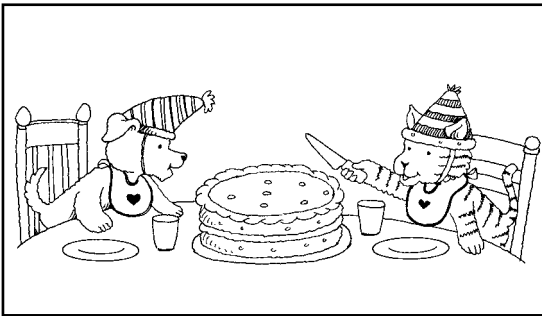
Name _____

Fantasy is something that cannot happen in real life.

Reality is something that can happen in real life.

Example: Horses can fly. **fantasy** Dogs can bark. **reality**

Look at each picture below. Decide whether it shows fantasy or reality. Write *fantasy* or *reality* on the line.



1. _____ 2. _____

3. List the clues that tell you which picture is fantasy.

4. List the clues that tell you which picture is reality.



Name _____

As I read I will pay attention to the punctuation and how it affects my phrasing.

There was something special Sofia wanted to buy.
 8 But she needed to earn money fast! So she rushed around
 19 doing work.
 21 Sofia hung the clothes out to dry. Dad helped, but
 31 he paid her a dollar.
 36 Sofia washed her brother's car. Her dog Spot helped
 45 her. He could **fetch** the hose and spray it, too!
 55 Her brother had to help, too. But he still paid her a
 67 dollar.
 68 Sofia baby-sat for her cousin, Benny. Her aunt was
 77 making jam. While it **simmered** on the stove, Sofia helped
 87 make a sandwich for Benny. 92

Comprehension Check

1. What can you tell about Sofia's character? **Monitor**
Comprehension: Reread: Character Setting

2. Can Sofia save money to buy the thing she wants?
Summarize: Make and Confirm Predictions

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

A **verb** is an action word. To show when action takes place, endings such as *-s*, *-ing*, and *-ed* are added to the verb.

Choose the word that completes the sentence. Then write the word on the line.

- | | |
|---|---------------------|
| 1. Paige _____ tired yesterday. | looked
look |
| 2. Grandma is _____ chicken and rice. | cooked
cooking |
| 3. Seth _____ with his friend after school. | plays
playing |
| 4. My sister is _____ the shirt right now. | washing
washed |
| 5. It is cold today, so we are _____ jackets. | wear
wearing |
| 6. I _____ the game on TV last Saturday. | watched
watching |
| 7. Pam is _____ a picture. | painted
painting |
| 8. Tori _____ the plants last week. | watered
watering |



Name _____

Endings: -dge, -ge,
-nge, -lge, -rge

The ending sound /j/ can be spelled with a **-ge** or **-dge**.
Some words end with the letters **-nge**, **-rge**, or, **-lge**.

cage judge orange charge bulge

Draw one line from each letter in the left column to a group of letters in the right column to form a word. Then write each word on the line below.

- | | |
|------|-------|
| 1. f | arge |
| 2. m | ange |
| 3. b | age |
| 4. b | udge |
| 5. l | ulge |
| 6. h | uge |
| 7. r | erge |
| 8. c | adage |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Name _____

Written directions are steps that tell how to make or do something.

Answer these questions using the directions below.

How to Wrap a Present

1. Place a piece of wrapping paper flat on a table.
2. Place the present on the wrapping paper to measure the amount of paper you will need to cover the present.
3. Use scissors to cut the paper.
4. Bring two ends of the paper together to cover the present.
5. Use tape to attach the two ends of the paper.
6. Do the same for the sides of the present.

1. How many numbered steps do the directions have? ____
2. What is the first thing that you do?

3. What do you do to make sure the paper stays on the present?

4. What do you use to cut the paper? _____



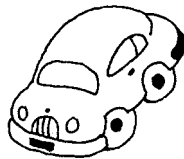
Name _____

r-Controlled Vowels:
ar, are, air

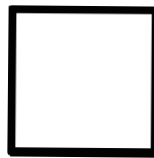
The letter **r** after a vowel can make the vowel stand for a new sound.

Listen for the vowel sound as you say these words.

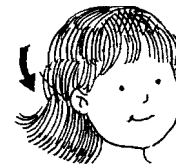
car



square

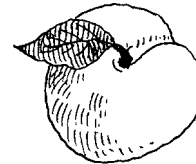
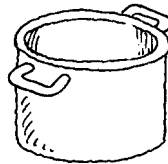


hair

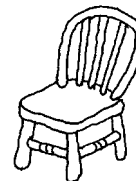


Circle the picture whose name has the same vowel sound as the word.

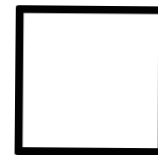
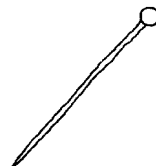
1. car



2. hair



3. hare



4. far



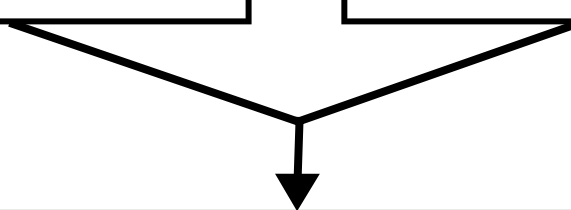
Name _____

Circle the word that best completes each sentence. Then write it on the line.

1. The writer had _____ from many years earlier.
memories glamorous
2. The writer's ideas came from her _____ and
from things that had happened to her.
familiar imagination
3. She writes about very fancy and _____ parties.
memories glamorous
4. We will celebrate special _____.
occasions familiar
5. The writer writes about her family members because they are
_____ to her.
familiar creating
6. The writer enjoyed _____ new stories and pictures.
occasions creating

Name _____

As you read *Stirring Up Memories*, fill in the Conclusion Chart.

Fact	Fact
	
Conclusion	

© Macmillan/McGraw-Hill

How does the information you wrote in the Conclusion Chart help you summarize *Stirring Up Memories*?

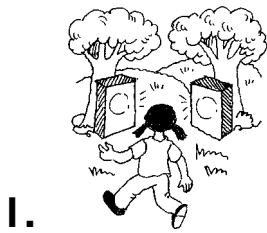


At Home: Help your child use the chart to retell the story.

Name _____

When you **draw conclusions**, you use what you know and clues from the story to figure something out.

Look at each set of pictures. Then circle the sentence that tells your conclusion.



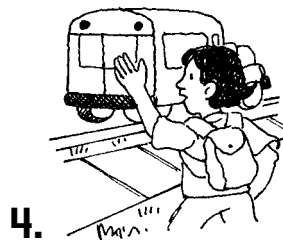
- The music is loud.
The music is soft.



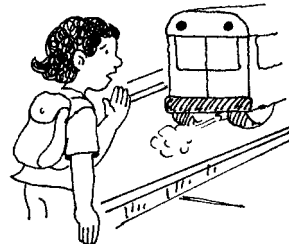
- The girl is not tired.
The girl is tired.



- The boy likes to eat apples.
The boy does not like to eat apples.



- The girl will be on time to school.
The girl will be late to school.



Name _____

As I read, I will pay attention to intonation and expression.

9 Illustrators are people who create pictures that go with
 20 writing. Sometimes seeing the art from a book can bring back
 25 the **memories** of wonderful stories.
 36 What would *Charlotte's Web* or *Where the Wild Things Are* be
 47 like without pictures? They would be good to read, but they
 53 might not be as much fun.
 64 Being an illustrator may seem like a glamorous job. But it
 76 is work that must be done with care. Illustrators have to learn
 89 how to draw well. They need to be able to draw many different
 90 things.
 99 Sometimes a book's author and illustrator are the same
 109 person. But often they are not. Sometimes the author writes
 the story first. Then the illustator creates the art. || 8

Comprehension Check

1. How do illustrators improve a book or story? **Draw Conclusions**
2. What will this book be about? How do you know? **Make Inferences**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Some words in English come from other languages, such as Greek and Latin.

The word part **act** is from Latin. It means **do**.

act + ion = **action**

re + **act** = **react**

act + or = **actor**

A. Combine the word parts. Write the new word on the line.

1. **loc** means **place** loc + ate = _____

2. **trac** means **pull** trac + tor = _____

3. **auto** means **self** **graph** means **write**

auto + graph = _____

4. **photo** means **light** **graph** means **write**

photo + graph = _____

B. Use the new words to complete each sentence.

5. The farmer drove a _____.

6. Dad took a _____ of me with his new camera.

7. Did you _____ the book you lost?

8. The movie star signed an _____ for the fan.



Name _____

The letter **r** after a vowel makes the vowel sound different from the usual short or long sound.

Listen for the vowel sound as you say these words.

car **rare** **pair**

Write the correct word to complete each sentence.

- | | |
|--|-----------------|
| 1. It can be _____ to write
a book. | hat
hard |
| 2. You plan how the _____
in the book will look. | sack
art |
| 3. You get to _____ your ideas
when you write a book. | share
sad |
| 4. The rides at a fall _____ would
be a good idea for a book. | fair
family |
| 5. I would tell about the _____
trees that have no leaves. | bake
bare |
| 6. I would tell about how pretty
the _____ look at night. | states
stars |



Name _____

Word play means using words or saying something in a fun and unique way. **Onomatopoeia** is the use of a word that sounds like the action or object it names.

boom click beep

Look at each picture. Circle the word that has onomatopoeia and names the sound the picture shows. Then write a sentence for each word that tells about the picture.

1.



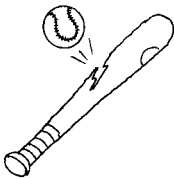
eat go pop

2.



grow feel moo

3.



air crack caught

4.



zip rest blow



Name _____

r-Controlled Vowels:
ere, ear, eer, er

When the letter **r** follows a vowel, the vowel usually changes its sound. The vowel sound is no longer short or long. Listen to the vowel sounds as you say each word below.

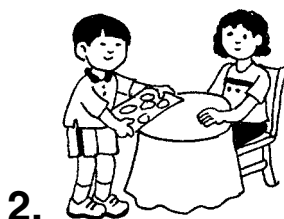
fear **steer** **term** **here**

Circle the word that has the same vowel sound as the word that names each picture.



ear

eat deer



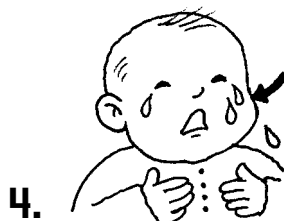
serve

perch sent



steer

here stair



tear

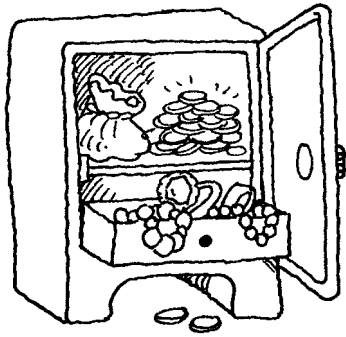
there hear



Name _____

A. Write the word from the box that completes each sentence.

talent treasures impossible pleasant watch



1. I keep gold, jewels, and other _____ in this safe.
2. It is _____ to walk to the moon.
3. Andy likes to _____ his dad play the trumpet.
4. Pat has a real _____ for tap dancing.
5. The flowers you picked have a _____ smell.

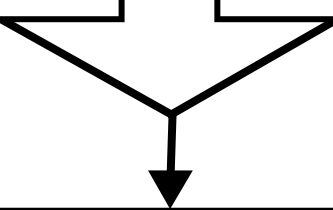
B. Write a sentence using one of the words in the box.

6. _____
- _____

Name _____

As you read *Music of the Stone Age*, fill in the Make Judgments Chart.

What I Know	What I Read



Judgment

How does the information you wrote in this Make Judgments Chart help you to better understand *Music of the Stone Age*?

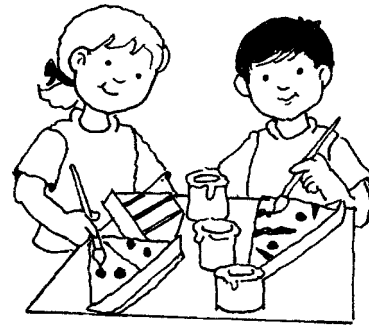


Name _____

Making judgments about what you read means deciding how you feel about something. To make judgments, you can use what you read and what you already know to form your own opinion about what you read.

Read the story. Then answer the questions.

Ellis and Maya were making hats for their class play. Ellis didn't like what Maya was doing. He took all the hats away from her. He told her he would do it all. Maya said Ellis wasn't being fair. She said that she didn't want him to boss her around. Ellis said he was sorry. They worked together and made nice hats for the play.



1. Do you think it was fair for Ellis to take the hats away from Maya? Why or why not?

2. Do you think Maya handled her problem well? Why or why not?



Name _____

Some words can have more than one meaning. You can look at the other words in the sentence to help you decide which meaning fits best in the sentence.

Please don't **tip** over my chair.

I see a fly on the **tip** of her nose.

Read each sentence. Look for clues that help you figure out the meaning of the underlined word. Draw a line from the sentence to the word's correct meaning.

- | | |
|--|--|
| 1. Aunt Nettie will <u>watch</u> this movie with you. | a. outdoor place with trees and grass |
| 2. My <u>watch</u> says it is nine o'clock. | b. look at |
| 3. Penny and I played catch in the <u>park</u> . | c. a place where things are sold |
| 4. Earl will <u>park</u> his bike by this tree. | d. put something away |
| 5. The teacher will <u>store</u> the clay in the closet. | e. something you can wear that tells time |
| 6. This <u>store</u> sells crayons and paints. | f. steer a car, boat, plane, or bicycle into place |





Name _____

Dictionaries and **encyclopedias** give different kinds of facts.

Read the dictionary entry and the encyclopedia entry.
Then answer the questions.

Dictionary Entry:	Encyclopedia Entry:
etching (ECH-ing) noun 1. the art of printing from a metal plate with a design cut into it 2. a print made by rubbing ink into a design cut into a plate	Etching is a way to make a print. First the artist scratches a design into a metal plate. Next the artist rubs ink into the design. The plate is covered with paper. Then it is run through a press. A print made in this way is also called an etching.

1. Which source gives more complete information about etching? _____
2. If you wanted to know how to say the word etching correctly, which source would you use? _____
3. Which source would be best to look at to find out whether etching has more than one meaning? _____
4. If you had to give a report about prints made by etching, which source would help you most? _____



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

10 Sunflowers have bright faces that look like the sun. Their
20 centers are filled with seeds. Yellow petals are around the
21 seeds.
30 Artist Vincent van Gogh painted the sunflowers above. His
40 paintings are **treasures** in museums all over the world. He
47 made more than ten paintings of sunflowers.
58 We usually say the ocean is blue. But water is **colorless**.
69 Still, a clean ocean often looks blue on a sunny day.
79 Sometimes the ocean seems to change colors. Watch it on
86 a stormy day. It may look gray.
96 The color red can mean many things. Sometimes red means
107 “danger”! You can get sick by eating or touching some red
108 animals.

Comprehension Check

1. How do you know that Vincent van Gogh was a famous painter?

Make Judgments

2. How does the author describe different colors? **Author’s**

Purpose

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

Say each word. Listen to the sounds that the letters in dark type stand for.

dear

sheer

term

here

Choose the word from the box that completes the sentence. Write the word on the line.

ears

steer

germs

here

1. This hat covers both of my _____.
2. Please _____ your bike carefully.
3. We are so glad you are _____.
4. I don't want to catch your _____ and get sick.



Write two sentences. Use one of the words in the box in each sentence.

5. _____

6. _____



Name _____

r-Controlled Vowels:
or, ore, oar

The letters **or**, **ore**, and **oar** can make the same sound.



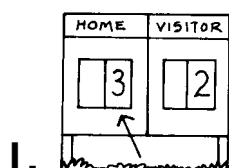
stork



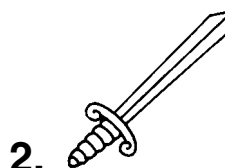
snore

oars

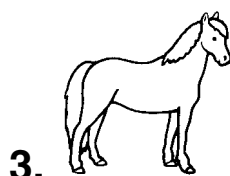
Circle the word that names each picture. Write it on the line.



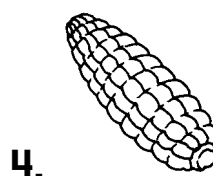
score
scare
scope



swipe
swat
sword



house
hose
horse



corn
code
core



fork
four
free



rope
road
roar



Name _____

A. Draw a line from each word to its meaning.

powerful

allowed

products

design

instrument

invented

- | | |
|---------------|--------------------------------------|
| 1. powerful | a. a tool made for a special purpose |
| 2. allowed | b. things made by people or machines |
| 3. products | c. let happen |
| 4. design | d. very strong |
| 5. instrument | e. created something new |
| 6. invented | f. a plan to make something |

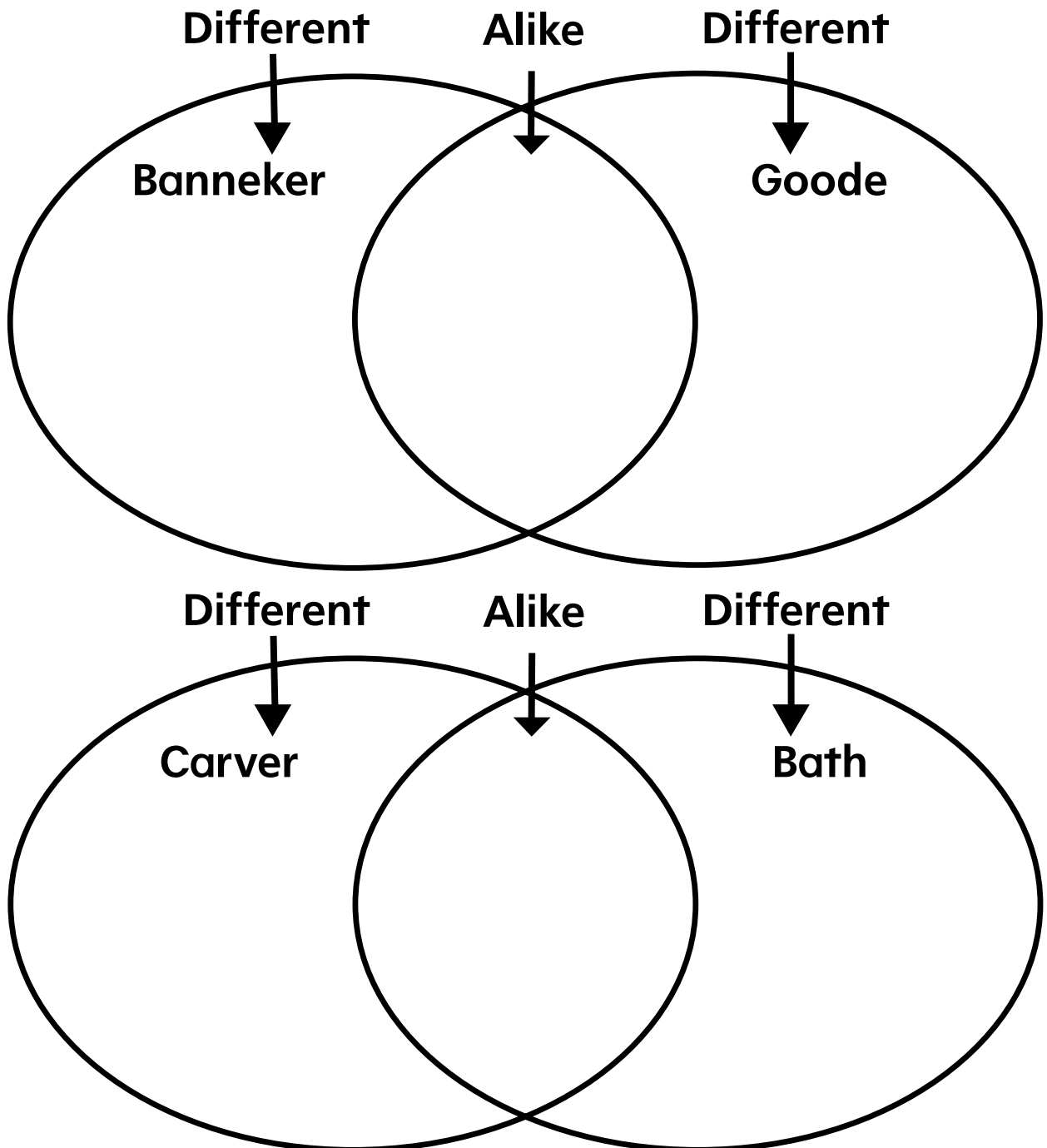
B. Write two sentences that each use two words from the box.

7. _____

8. _____

Name _____

As you read *African-American Inventors*, fill in the Compare and Contrast Chart.



© Macmillan/McGraw-Hill

How does the information you wrote in this Compare and Contrast Chart help you to better understand *African-American Inventors*?

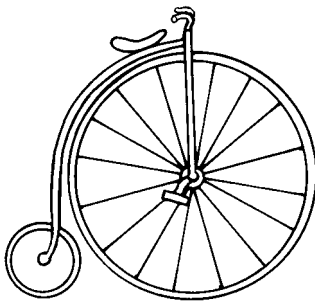


At Home: Have your child use the chart to retell the story.

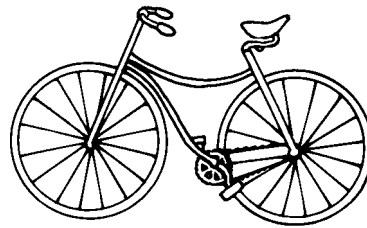
Name _____

To **compare** means to tell how two things are alike.
To **contrast** means to tell how two things are different.

Circle **compare** if the sentence tells how the two bikes are alike. Circle **contrast** if the sentence tells how they are different.



1870



1885

- | | |
|---|---------------------|
| 1. Both the 1870 and 1885 bikes have two wheels. | compare
contrast |
| 2. The 1870 bike has pedals on the front wheel. The 1885 bike has pedals attached to the back wheel. | compare
contrast |
| 3. The large front wheel on the 1870 bike made it a little dangerous to ride. The 1885 bike was much safer. | compare
contrast |
| 4. Pedals attached to the wheels made each bike move. | compare
contrast |



Name _____

As I read, I will pay attention to the pronunciation of vocabulary words.

8 People used the telegraph before the telephone was
 17 **invented**. They could send messages quickly. But the messages
 24 were sent in electric codes over wires.
 35 People wanted a way to talk to someone far away. Then
 41 Alexander Graham Bell invented the telephone.
 51 Alexander Graham Bell taught deaf children. He knew a lot
 63 about how people speak and how they hear. He used what he
 68 knew to invent a telephone.
 78 Bell worked on his telephone **design** for many years. He
 87 made the first telephone call in 1876. His helper, Thomas
 98 Watson, was in a room next door. Watson heard Bell say,
 “Mr. Watson, come here! I need you!” 105

Comprehension Check

1. In what way is the telegraph different from the telephone?

Compare and Contrast

2. How did Alexander Graham Bell’s job help him invent the telephone? **Draw Conclusions**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



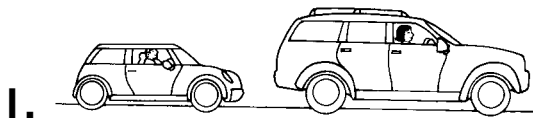
Name _____

A **suffix** is a word part added to the end of a base word. A suffix changes the meaning of the base word.

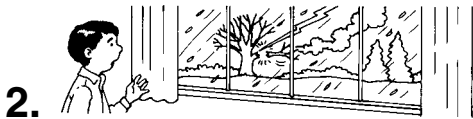
The suffix **-ful** means “*full of*.” **fearful**

The suffix **-less** means “*without*.” **fearless**

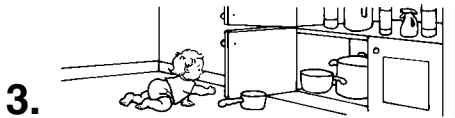
Look at each picture. Add the suffix **-ful** or **-less** to each word in () so that the sentence tells about the picture. Then write the word on the line.



Pam's car is more (power) _____ than Pete's car.



Chris felt (power) _____ to stop the damage from the storm.



Always put (harm) _____ cleaners on a high shelf that babies cannot reach.



That snake may look scary, but it is (harm) _____.

Name _____

Many words with the same base word have meanings that are related.

The **related words** *sign* and *signal* both have to do with acts or symbols that send messages.

Circle the word that completes each sentence. Write the word on the line.

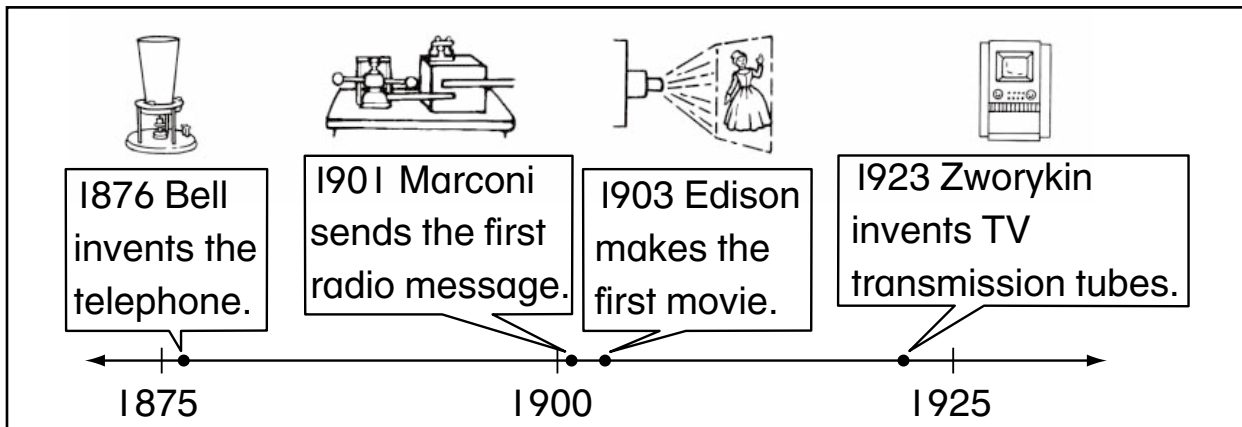
1. The man is _____ the boxes in the shed.
store storing restore
2. The grocery _____ sells many kinds of food.
store storing restore
3. The family had to _____ the roof after the storm
had blown it off.
store storing restore
4. We can _____ the ship now.
board boarding aboard
5. My cousin is away at _____ school.
board boarding aboard
6. Welcome _____ this flight.
board boarding aboard



Name _____

A **time line** shows when important things happened.

Use the time line to answer each question. Circle the correct answer.



1. When did Marconi send the first message by radio?

1876

1901

1903

2. When did Bell invent the telephone?

1876

1901

1903

3. Which is the earliest invention on the time line?

telephone

radio

movies

4. Which is the most recent invention on the time line?

TV tubes

movies

radio

5. Which invention is most important to you?

telephone

radio

movies

TV

Why? _____

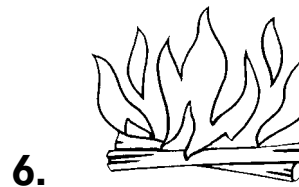
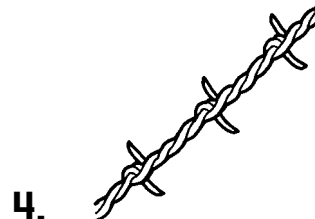
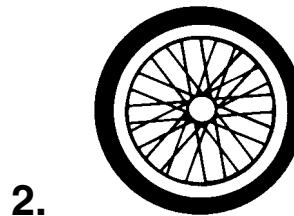


Name _____

The letters **ire** and **ier** can stand for the sound you hear in **fire** and **drier**. The letters **ure** can stand for the sound you hear in **pure**.

Match each word in the box to its picture. Write the word on the line.

cure hire lure fire wire pure tire

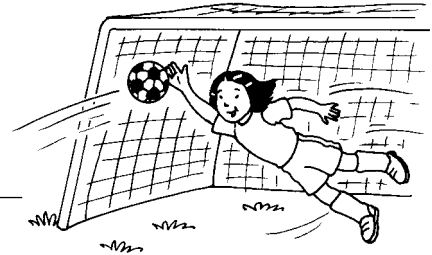


Name _____

A. Write the word from the box that best fits each definition.

goalie figure vendors concern collection exclaimed

1. people who sell things _____
2. a group of things gathered together _____
3. the player who defends the goal in soccer, hockey, and some other sports



4. a form, outline, or shape _____
5. serious _____
6. cried out suddenly with strong emotion _____

B. Choose two words from the box. Use each one in a sentence. Write the sentences on the lines.

7. _____

8. _____

Name _____

As you read *Babu's Song*, fill in the Character and Setting Chart.

Characters	Setting

© Macmillan/McGraw-Hill

How does the information you wrote in this Character and Setting Chart help you to better understand *Babu's Song*?



At Home: Have your child use the chart to retell the story.

Name _____

Characters are who the story is about. The **setting** is where and when the story takes place. Understanding the characters and setting helps you better understand the whole story.

Read each story. Then circle the best answer to each question.

Jax gazed through the clear glass walls of his home. An enormous dog 10 times his size came over to his window and stuck his nose against the glass. Jax sighed. The dog's nose left a print on the glass that ruined the view.

1. Jax is probably a _____. person small pet
2. Jax probably lives in a _____. glass aquarium jungle

Abby wiggled on her dad's lap. She wanted to get down so she could explore the strange and wonderful things she was seeing. Ever since they had gotten onto the big plane, she had wanted to touch everything. She tried to escape her dad's firm grasp, but he only held her more tightly. He handed Abby a graham cracker, and she shrieked happily.

3. Abby is a _____. little girl teenager
4. Abby seems to be _____. in a car on an airplane



Name _____

As I read, I will pay attention to the punctuation and my reading speed.

5 Karl hugged his mom goodbye.
 9 “Have fun!” she called.
 22 The train moved out of the city. Karl was going to visit his
 26 grandmother in the mountains.
 37 The train climbed through forests of fir trees. Heavy snow falls
 40 covered their branches.
 52 Karl looked out his window. The snow in the city was dirty
 61 and melted quickly. It looked different in the mountains.
 67 Grandmother hugged Karl at the station.
 78 Back home, she said with **concern**, “You must be hungry!” She
 90 had baked spicy biscuits and a sweet purple plum tart. Then she
 opened the closet to put Karl’s suitcase away. 98

Comprehension Check

1. What is the setting of this scene? **Character and Setting**
2. How can you tell Grandmother is happy to see Karl? **Make Judgments**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

You can often figure out the meaning of an unfamiliar word by finding clues in the surrounding sentences.

**Choose the word that best completes the sentence.
Write the word on the line.**

1. I would like to _____ to new places.
travel easily yellow

2. We can buy _____ plane tickets.
cheese sticky three

3. The best part about a new place is trying _____
foods.
new huge jump

4. Travel is easier if you _____ the language.
suitcase white learn

5. Still, I always _____ coming home.
mug enjoy water



Name _____

A. Write a word from the box to complete each sentence.

cure sure lure fire wire tire

1. Dad uses a worm to _____ the fish.
2. You must fix the flat _____ on your bike.
3. I am _____ this is the right book.
4. Sit closer to the _____ if you are chilly.
5. I will wrap this _____ around the fence.
6. He needs a _____ for that cold.



B. Match a word in the box to the set of its related words.
Write the word on the line.

cure sure wire tire

7. surely, assure, _____
8. tireless, retire, _____



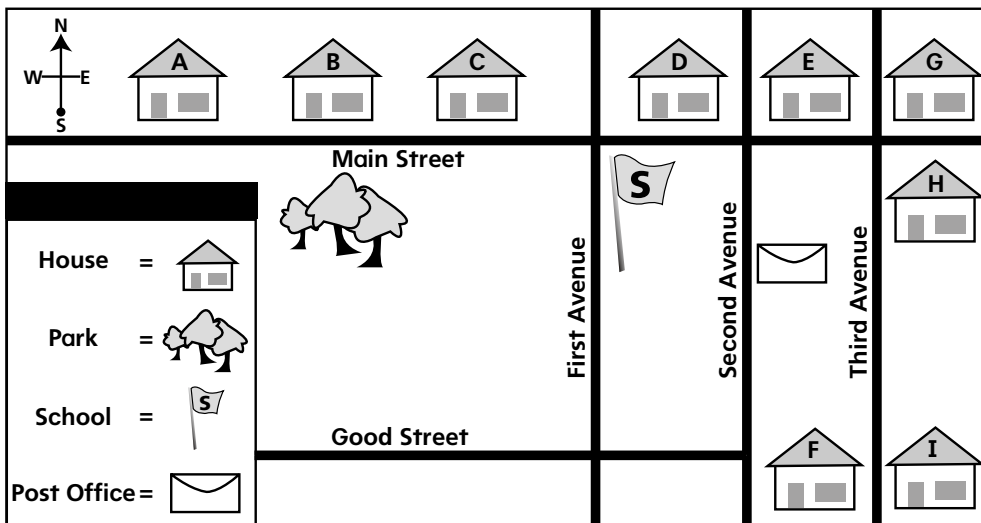
Text Feature: Map

Name _____

A **map** is a drawing. It shows where places are.

Read the map. Circle the better answer for each question.

Small Town



- What place is shown on this map?
a school Small Town
- What does the key tell you?
what the symbols mean how far it is to Small Town
- Most of the houses in Small Town are along which street?
Good Street Main Street
- The symbol for the post office is
a flag an envelope



Name _____

A. Circle the word that completes each sentence.

1. I am always _____ to bring my lunch, so I have to buy it.
 a. forgetting b. remembering c. wanting
2. The diner _____ lists five kinds of pie.
 a. table b. menu c. napkin
3. What _____ does the new store sell?
 a. products b. rides c. shows
4. Jill collects old coins, and I have a stamp _____.
 a. bank b. school c. collection
5. The scientist _____ a new kind of computer.
 a. invented b. experimented c. ate
6. What _____ did the explorers find in the old chest?
 a. lands b. treasures c. ships

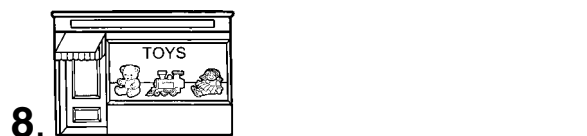
B. Label the pictures using the words in the box.

fire

chair

orange

store



Name _____

A. Circle the correct meaning of each word.

1. vendors

a. people who buy

b. people who sell

2. familiar

a. known

b. new

3. hear

a. remember

b. listen

4. concern

a. happy

b. worry

5. watch

a. look

b. sleep

6. memories

a. events that happened

b. number of facts

B. Circle the word that best completes the sentence.

7. Food might have **simmered** in the _____.

a. library

b. kitchen

8. The artist is **creating** a new _____.

a. artwork

b. house

9. You could have a **talent** for _____.

a. singing

b. sneezing

10. The **design** in my picture has _____.

a. zig-zags and loops

b. songs and dances